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# MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN LANGUAGE  
ASSOCIATION

EDITED BY

J. G. ANDERSON

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VOLUME IX. No. 1

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## MODERN LANGUAGE ASSOCIATION ANNUAL MEETING.

THIS was held on January 8 and 9, at the University of London, and owed part of its great success, no doubt, to the fact that the Association took part in the Conference of educational associations due to the initiative of the late Mr. H. B. Garrod and the Teachers' Guild. Apart from this the meeting would have been one of the most successful ever held owing to the interesting nature and high standard of the papers read, as well as to the lively discussions which followed some of them. It would seem as if our Association, on the eve of its majority, were becoming conscious of its strength, and meant to procure for the modern humanities their rightful place in the modern curriculum, and to assert boldly their power to enlarge the mind and refine the character—in short, to be an instrument of culture to the fullest extent. We should not

forget also that much of the success of the meeting was due to Dr. Macan, whose presidential address, strong in its advocacy of modern culture, was so full of wit and epigram and sound common sense. It might be mentioned too that Dr. Macan presided at the Annual Dinner at the Holborn Restaurant, and that his wit and humour contributed much to the evening's enjoyment. Two foreign delegates were present: Dr. OTTO from the *Neuphilogenverband*, and Monsieur KUHN from *L'Association des Professeurs de Langues vivantes*, who brought greetings from their respective associations.

After the routine business, which was not of a controversial nature, and after the reading of the various reports, financial and otherwise, there was a short interval. At twelve o'clock Dr. Macan began his presidential address:—

## MODERN LANGUAGES AT OXFORD.

The Modern Language Association is holding its twentieth Annual Meeting at the centre of European interests, and within the shadow of heroic events. War is the order of the day ; nations are in the making, in the breaking. It is not a tariff war ; finance is not the key to it. Trade will figure among its by-products, not among its causes. Race, religion, history, politics, liberty, language, literature, population—these are all factors in the struggle. Europe is to-day, like Hellas of yore, not a geographical, but a cultural expression. The object of the present war is to gain Europe for the Europeans, Hellas for the Hellenes, the Balkan Peninsula for the Balkan peoples. They do not all speak the same language, and none of them speaks either of the languages in which this Association is more particularly interested. Letto-Slav may become audible through the little window that is to be upon the Adriatic ; *Serbske Pesme* will be freely sung on the highlands of Macedonia ; the language of Homer and of Demosthenes will enlarge its borders, and letters to and from the Thessalonians may once more be current in a script and diction not very far removed from the *koinè*, or vulgate, of the Pauline Epistles. War, as again and again in human history, is proving itself the condition and engine of human progress. But our Modern Language Association beholds all these things afar off. It plays no rôle in this mighty drama ; it has not been

consulted by any party to the combat. It is not even asked to grind out the stage thunder or beat the orchestral drum in the European concert. It notes, perhaps, not without a pleasurable shock of self-congratulation, that it would be more at home in the council chambers of St. James's Palace than on the Balkan battle-fields. Diplomacy, at least, 'speaks its great language'—French, I suppose—for choice. The victories of the Modern Language Association will be, like those of diplomacy, victories of peace, with a difference. Peace is not the object, but the condition, of our active service ; we exist, not as one more group of 'pacifists,' but to educate ourselves and others in the languages of modern men. Our languages will serve in peace and in war ; but peace is the better atmosphere for their acquisition. *Ne sutor ultra crepidam !* We will not proclaim ourselves too loudly international peacemakers, nor too ostentatiously pin upon our shoulders the wings of herald angels. Ours is a modest yet useful task, and laborious enough withal. Let the diplomats and statesmen, the captains and the kings, make and break the peace ; yea, let the peoples rage and the nations imagine vain things, if only they will allow the Modern Language Association to train the rising generation in the uses of its mother-tongue and the appreciation of its ancestral literature !

As students, our interests are

scientific ; as teachers, our first duty is to the youth of the nation ; as an organization of scientific teachers, and of persons in sympathy with such teachers, our common objects are to promote by every means in our power—and great is the power of association—the study of Modern Languages and literatures, and the ability of our own countrymen to employ and to enjoy them. I would add, as a further *raison d'être* of our Association, this—to stimulate and hearten the teachers of Modern Languages for a career of labour and service, often monotonous and ill-appreciated, by all the various means presented by combination—I had almost said, by collective bargaining ! Our Association, then, is not fundamentally international nor essentially cosmopolitan ; it does not exist for the purpose of destroying or weakening the sense of nationality, but rather the reverse. It presupposes the existence and continuance of divers nationalities, and it aims at strengthening the nation by helping to equip our own people for the struggle, which is a condition of existence, of welfare, of honour, of civilization. And for what is the nation to be educated ? For two main purposes, or, to put it more shortly, for a double purpose : First, to enlarge our dominion over the materials and powers of Nature, so as to promote that *regnum hominis* for which Francis Bacon gave us once for all the formula. This dominion is to be promoted by the growth of natural knowledge, the increase and appli-

cation of the natural sciences, and it tends inevitably to the benefit of all nations and the welfare of mankind ; but, none the less, the nation that will hold its own in a world wherein competition is a law of life cannot leave the research and exploitation of Nature's miracles to others. Secondly, the aim and purpose of a national education is such progress of the nation itself in the arts of war and in the arts of peace as shall better equip it to maintain itself, its welfare, and its culture, among the peoples, nations, and languages of this—all too little—earth. Here, again, the nation so educated will inevitably enrich the common stock, and augment the diffused heritage of mankind, and do so all the more just in proportion to the idiosyncrasy of its type and the strength of its own personality ; but its first objects are national, and its charity begins—and rightly begins—at home. These, then, the twin objects of a national education, may further be compressed into a single sentence : the production and maintenance of the largest possible number of healthy, wealthy, and wise citizens ; of efficient, serviceable, intelligent, loyal—I will even say noble—specimens of humanity.

Such being our conception of a national education, the position of the Modern Language Association becomes clear—we are modernists of the moderns ! It is, and must be, the contention of the Modern Language Association that for the battle of life to-day, or for the service of our workaday world—put

it how you please—an education based upon natural knowledge and upon living languages is not merely a good, but is the best, education for the vast majority of citizens in a modern state; and that such an education will concern itself on the linguistic and literary side first and foremost, and as its supreme achievement, with the citizen's native culture and literature, and with his mastery of the mother-tongue.

This position, no doubt, brings us up against the so-called classicists, and the persons—especially in the two oldest Universities of England—whom I shall venture to describe as the over-timorous friends of Greek. We have had a somewhat bitter experience in Oxford—a University for which I have, perhaps, some little right to speak—where the few but true believers in the intrinsic merits, the essential utility, the indestructible charm, of Hellenism and Hellenic studies have been overborne and silenced for the nonce by the cacophonous cries of craftsmen and temple-sweepers shouting: 'Great is compulsion! Great is the irreducible minimum of Greek! Great is Artemis of the Oxonians!' I have spent the best part of my life in the study of Hellenic history and antiquities, and in the effort to promote the understanding and appreciation of ancient life and civilization by men and women to-day; and I regard the recent decision of the Oxford Convocation on the question of compulsory Greek, not merely as an anachronism and an absurdity, but

as one of the chief obstacles to the better and wider appreciation of ancient Hellas, with all connoted by that word for the most ardent Phil-Hellenes. I am prepared at the right time and place to argue the whole question with the unconverted; but here to-day, ἐν εἰδόσι τί δὲ μακρηγορεῖν; among the *Cognoscenti* I can cut it short; I will but salute at three points and pass on. I say, then, first, that there is more of the fine spirit of true Hellenism in your modern's lightly-equipped cavalry than in the whole phalanx of the compulsory Greeklings. The ancient Greeks, at the height of their culture, were unilingual, or, if you prefer it, monoglot. From Homer to Demosthenes not one of their great men of letters shows any knowledge worth mentioning of a 'barbarous'—that is, non-Hellenic—tongue. But they were all thorough masters of the mother-tongue and of the national literature: the ancient Greeks were the modernists of their time. And they have had their reward; for their intense conviction of the merits of their own language has contributed to its prevalence and its survival to this very day, with a history and a continuity unrivalled, I suppose, among the records of mankind; so that Greek is no dead language, and never has been a dead language, but rather must be recognized—at least, potentially—as a province to be annexed by the Modern Language Association—by-and-by. Should not we, then, English-speaking folks, be

acting in the true spirit of the Greeks of yore so to embrace and to enforce the study and practice of our own language as to facilitate its oecumenical prevalence, so plausibly prognosticated on other grounds, in the coming millennium? But we shall none the less admit that the world—and even the English-speaking world—can never dispense with the legacy of classical, and especially Hellenic, culture and letters. It is just here that I would urge my second point. We are thinking of the general education of the mass of well-trained and intelligent citizens. It is not a minimum of compulsory Greek, crammed for an entrance examination and then discarded for ever, that will give us a well-educated people, capable of appreciating and profiting by the splendid legacy of the ancient world; what is needed for that is a maximum of voluntary converse with the literary and material remains of the classical ages of European culture. Such converse can be secured, to a large extent, through translations of the literary remains, and by actual vision of antiquities and works of art.

Too much value can hardly be set upon the services of the competent translator. I have never quite recovered from the shock which I experienced nearly forty years ago, when—in my student days in Germany—I associated with comrades from the Natural Science Faculty, and found them as well up in the substance of their Homer and their Greek tragedians, thanks to German

translations, as laureate scholars whom I had left behind me in Oxford. Those modernists, indeed, seemed to me at that time to have a fresher and more vital faith in Greek art and literature than that of many a man whose bread and butter were gathered from Greek roots and accents. Again, I remember with pleasure the visit of Mr. John Bright to Oxford in June, 1886, to receive the degree of Doctor of Civil Law *honoris causa*. I had the privilege of meeting him in private. He was to proceed to Birmingham the next day to deliver a political oration to his constituents. But his discourse that evening at Oxford ran upon Greek authors, translations of whose works he had been reading lately, and the two he dwelt upon were Plato and Josephus; and, somewhat to our dismay, he greatly preferred Whiston's 'Josephus' to Jowett's 'Plato,' though we were given to understand that the fault lay not with Jowett, but with Plato. At the present moment who among us are doing most to hand down the lighted torch of Hellenic culture to the coming generations? Not the coercionists, but the translators—the translators and the archæologists! There is more virtue for the average man in a willing visit to the British Museum than in a fleeting acquaintance with the verbs in  $\mu$ . There is more delight in surrendering to Professor Murray's transcendent versions of the Euripidæan drama than in being ploughed ever so many times

over the originals in 'Smalls.' I have never heard that our learned clergy were compelled to smatter Hebrew in order to understand the law and the prophets; and the Gospels are good enough, I believe, for most people in the vulgar tongue. This observation brings me to my third point. Greek language and literature, Greek art and philosophy, are far too intimately involved in all our culture, however original and up to date it may deem itself, for there to be any permanent peril of our ignoring the true sources of light and re-creation. As Shelley said: 'We are all Greeks; our laws, our literature, our religion, our art, have their roots in Greece.' This judgment cannot be gainsaid; no, not of our religion, whose title-deeds are writ in Greek, whose Reformation was a concomitant and partly a result of the Renaissance, and whose future evolution is conditioned by those ideals and methods of scientific and historical research which Europe will forfeit only when she abandons the true cult of Hellenic genius. The modern world has far too large a stake in Hellenism ever to allow Greek scholarship to be seriously neglected; nor will Greek scholarship, I am convinced, suffer in the long run by 'being left to those experts whose abilities and associations draw them in that direction. For my own *Alma Mater* to believe that a subcutaneous injection of a minimum of Greek into everybody is the *sine qua non* for the maintenance and spread of Hellenic

studies is a lamentable *non sequitur*. Analogy points to an exactly contrary result. You vaccinate everybody in order to arrest the spread of smallpox. Our compulsory inoculation of all comers with a minimal dose of Greek letters is the chief factor in arresting the growth of a genuine enthusiasm—or, as one might say, fever of admiration—for Greek culture.

Let us leave the matter there and pass on to our main theme. It is only what we should expect, if we find that our recently-founded Universities accord the full franchise to the modern humanities; but I would not have it supposed that Oxford still deserves, if it ever deserved, the epitaph which Mr. John Bright once devised for it, as 'the home of dead languages and undying prejudices.' Let us rather boast of our Academic Zion that 'the sparrow hath found her an house, and the swallow a nest, where she may lay her young,' those poor little fledgelings, the living languages, having come home to roost in Oxford. What is true of Oxford is doubtless not less true of Cambridge, but I will speak of Oxford only, as I happen to know it well.

It is now just ten years since the Final Honour School of Modern Languages came into existence at Oxford, and a brief review of its fortunes should do something to assure the Modern Language Association that a progress so constant and so considerable is earnest of still better things to come. But

the story of the Modern Language Movement at Oxford takes us much further back than a decade. It starts about the middle of the last century, when under a bequest by Sir Robert Taylor, an eminent architect of the eighteenth century, to the Chancellor, masters and scholars of the University of Oxford, the Taylor Institution arose in St. Giles's as a 'proper edifice' and a 'foundation for the teaching and improving (*sic*) the European languages in such manner as should from time to time be approved by the said Chancellor, masters and scholars in Convocation assembled.' The Taylor building comprises lecture-rooms and a library of current foreign literature, which is, I believe, among the best of its kind in Europe; and the curators of the institution, who administer considerable sums of money all told—their income for the year 1911, including balances, works out just over £5,000—have lately made provision for further extensions by the purchase of adjacent properties. The sum just mentioned does not represent the total expenditure on Modern Languages in Oxford, as there are payments which do not pass through the hands of the Taylorian curators, and, moreover, the expenditure on English studies is not included. Under the Taylor bequest Teacherships in French and in German were established as far back as 1847, and were supplemented by similar provision for Italian in 1856 and for Spanish in 1858. Academic titles in Oxford

are somewhat nicely graded; these 'Teacherships' have now germinated into 'Lectureships,' and will, we may hope, blossom by-and-by into 'Professorships'—nay, we have already a Taylorian Professor of German and a Taylorian Professor of the Romance Languages, and the whole Taylorian staff now comprises, besides the said Professors, two Lecturers in German, two Lecturers in French, Lecturers in Italian, in Spanish, and in Scandinavian languages, and a 'Reader' in Russian; not to mention a certain amount of teaching done privately and in the colleges.

This remarkable growth of the University staff is, of course, parallel to a large increase in the number of students and a steady development in the study of Modern Languages, consequent upon their recognition in the exercises and examinations for degrees and diplomas. Previous to the admission of French and German as degree-subjects, students were few, irregular, and probably for the most part *dilettanti*—no doubt in the best sense of the term. I can well remember how, as a young graduate—after three glorious months spent in Italy, with an excursion to Athens thrown in—I returned to sit at the feet of dear old Vital de Tivoli, the Taylorian teacher of Italian in those days, only to desert him a few months later for a total immersion in Lethæan German at the fountain-head. Those were days when all the academic encouragement an undergraduate

proficient in Modern Languages could hope for was a Taylorian Scholarship of £25 for two years—a reward abolished in 1904, in view of growing demands on the Taylorian funds for the provision of additional teaching. The list of quondam Taylor scholars includes several distinguished names—such as Swinburne, Willert, Sweet, Coolidge, Sonnenschein, Dyer, Macdonell, Ker, and others. But these all belonged to the age of the *dilettanti*, before Modern Languages quite ‘meant business’ in Oxford. A new departure was made for the ‘Pass-man’ before it was admitted for the ‘Honours’-man.’ Those mystic, or shall I say romantic, symbols, B (2) and B (5)—to wit, ‘The French language, including composition in the language and a period of its literature’; and similarly ‘The German language, including composition in the language and a period of its literature’—made their appearance as degree - subjects so long ago as 1870-71, significantly enough on the top of the great war; and similar titles have figured among the ‘Additional Subjects’ for Responsions since 1887. But it was not till 1903 that Oxford achieved a Final Honour School of Modern Languages, as a natural sequel and complement to the English School established in 1894. The two should never have been dissociated. ‘And thereby hangs a tale.’ No one who was present in our Congregation on Tuesday, November 1, 1887, will have for-

gotten the huge excitement when a long and complicated statute constituting a Final Honour School of Modern Languages, including English, was lost in a full house on an even division, the numbers being—Placets, 92; Non-placets, the same. The fear of the Balkan barbarians wrought this woe. Someone had carried an amendment, at an earlier stage, admitting ‘Letto-Slav’ languages to the proposed school. French and German and Italian we knew; but who or what were these? Doubtless that check postponed for a generation the victory of the moderns. But everything arrives to him who can wait. To-day the Board of Studies may, with the consent of the Council, add any Modern Language to the list of subjects recognized in the examination, and Russian was so added in 1904. The hour for the Southern Slavs may yet strike!

But it is not merely in courses and schools expressly framed for Modern Languages that a knowledge of Modern Languages is cultivated in Oxford to-day. The Board of Modern History has made an acquaintance with a Modern Language (besides English) necessary for Honours in Modern History, and further developments of the same kind may be impending. Moreover, German is required by undergraduates in the Department of Forestry, as well as by other students in the Faculty of Natural Science; and French and German are among the options in the Preliminary School of Jurisprudence.

Finally, there has always been, and is, the faithful remnant of amateurs who are receiving instruction in this or that living language without reference to any examination. And all that development in the curricula and in the staff of the University is reflected by the steady increase in the number of students pursuing those courses under that staff of instructors, and naturally also in the growing amount of the fees received for Modern Language teaching. Such fees, which in 1900 stood at £77, had risen in 1910 to £904 10s.; and the total number of persons attending lectures and classes at the Taylor Institution in the last-mentioned year was upwards of 300, as against some 20 or 30 ten years before. The figure for 1910 covers 228 undergraduates, and about 73 women; in 1911, the last year for which statistics are available, there was a drop of about 50 in the number of undergraduates, due to a decline in the number of Indian Forestry students coming to Oxford. In regard to all these figures, it must be remembered that they are wholly exclusive of students pursuing courses in English. The number of undergraduates actually preparing for the Honour School in each of the two years specified was 39; the number of women candidates would be larger. It is observable that the great majority of those who appear in the class lists offer French, and not German, as their subject—a phenomenon upon which I will here content myself with say-

ing that the balance is redressed in favour of German by the number of students in the Faculty of Science, who study German with a view to their own *Fach-interessen*, even allowing for the drop—temporary, as I trust—in the number of Foresters.

The organization of the teaching deserves a special notice. As in the English School, but to an even greater extent than in the English School, the teaching of Modern Languages is provided at Oxford outside the strict college system, but with the consent and approval of the colleges, under arrangements which have been in operation since 1905, and will doubtless, as time goes on, be brought to higher and higher efficiency. It would be too much to say that this extra-collegiate method possesses all the virtues claimed—and not without justice claimed—for the tutorial system; but it was obviously impossible for every college to provide intramural tuition in the Modern Languages recognized in various University examinations, and some compromise had to be found. The whole scheme is in process of evolution, and doubtless adjustments and readjustments will be required from time to time. The impending fusion of the Boards of Studies for English and for Modern Languages into one Board of a Faculty, and the constitution thereby of a single Faculty of Medieval and Modern Languages under a statute which is only awaiting the consent of the King in Council to

become law, is bound to react favourably upon the position and prospects of modern studies, and the status and emoluments of those charged with the high duties of leading and guiding those studies. This fresh statute but restores an ideal which foundered for a time in the wrecked statute of 1887. As symptomatic of efforts to supply the stimulus of sympathy and mutual encouragement in common studies, which every college and every Scholars' table can supply for the older classical subjects, but which hardly any college can offer to the comparatively rare students of Modern Languages, I would mention the formation of the Oxford University German Literary Society, under the auspices of Professor Fiedler, and more recently of the Oxford University French Club—an even more ambitious project—intended to draw together those students who are more especially interested by the one or the other language, though doubtless there are a good many names common to both lists.

The foregoing sketch of the Oxford Movement in favour of Modern Languages does less than justice to the total action of the University up to date, nor have I attempted to predict impending developments, much less to analyze the returns from the colleges, or what may be expected and demanded of them in the interests of the modern side. This is indeed a delicate and a difficult question, and one upon which superficial and short-sighted views

are here and there to be encountered. For example, the vast majority of scholarships are still denominated 'classical,' as though nothing but Greek and Latin counted in their award, and the great weight attached to English—not merely as tested by the translations, but, and more, as exhibited in essay and in general paper—and the lesser weight allowed to French and German, seem to be ignored. Again, I am told by experts that the classics—when they can be had—form the best propædæutic for modern studies, and that Greek and Latin will always be desirable for the higher flights of the medieval and modern school. The more ambitious—or, let me say, the more proficient—students will pass on, I hope, in larger and larger number from Classical Moderations, and even from the School of Literæ Humaniores, to the Faculty of Medieval and Modern Languages, whether their lot be finally cast in with English or with one or other of the Continental languages. But I leave much unsaid in order to come to a point where the Association and the University—the Universities—strike hand in hand. The position now assigned to Modern Languages in Oxford—and assuredly not in Oxford alone—has one moral and implication of special interest for most of us here to-day. It all proceeds on the assumption that the teaching of these languages is already being, and will to an ever-increasing extent be, conducted in the schools of this kingdom and

of the dominions beyond the sea by British subjects, by English-speaking men and women, even if they give, as I suppose they often give, their lessons in French or German, as the case may be. A glance at the list of members of this Association will confirm this moral; one may, indeed, fairly doubt whether our Association would ever have come into existence, or could now maintain itself, on any other condition. Schoolmasters and schoolmistresses are the backbone and main anatomy of this Association. The driving-force behind the growth and development of the Modern Language Movement in the Universities generally, and in Oxford particularly, is not the abstract claim of learning and original research so much as the concrete demand for highly-qualified teachers in secondary schools all over the kingdom and the empire. I say this, although I have read Mr. Stanley Leathes's brilliant article in the *Times' Educational Supplement* of yesterday (January 7), as well as his suggestive contribution to the December number of MODERN LANGUAGE TEACHING. I do not suppose that the actual corps of foreigners employed in this country as teachers of languages in schools and Universities will be diminished—rather, perhaps, there may be more room for them than before; their proper services have never been so highly appreciated among us as at the present hour. But it remains obviously true, for notorious reasons, that the immense expansion

in the employment of highly-trained and qualified teachers of Modern Languages, who are our own countrymen and countrywomen, is at once effect and cause of the more important place assigned to the teaching of Modern Languages in schools, and the higher standards of discipline and instruction attained. The movement in favour of the English-born teacher is far from spent; it has still before it the promise of further expansion, but it will have to maintain the highest standards of efficiency, and to take itself thoroughly in earnest, if it is not to suffer by comparison with classical traditions. Recent action of the Board of Education may be expected to promote German at the expense of Latin; and though I sympathize with every effort to encourage the study of German among us, which has of late shown, if anything, a curious set-back, I am not sure that a shrinkage in the Latin area may not react unfavourably upon the general knowledge and study of English itself. Be that as it may, everything is conspiring to lead the world at large to lay more and more stress upon the competence and character of the Modern Language teacher; and I would, in drawing towards my conclusion, venture to urge certain details of policy or of conduct upon the Modern Language teacher as matters at once of duty and of interest. I pass over those aspects of the teacher's life which all teachers have in common, and upon which so large a part of their suc-

cess as teachers depends—such, for example, as personal interest in the pupil, boy or girl, young man or maiden, which sweetens a good deal of drudgery with the sense that we are not merely constructing automata to perform examination tricks, but helping to build up characters, and to leave the world a little better for our work ; or, again, such, for example, as the craving which good teachers will feel, the necessity they are under, to go on increasing their knowledge, their authority, and their self-respect, by independent and original work, even if they do not take the further step of putting their researches to the test of print and publication. I will confine my remarks to those duties peculiarly incumbent upon the Modern Language teacher as such, those privileges especially proper to this calling. I will here but specify two ; others may suggest themselves. And first I put the duty and privilege of joining the Modern Language Association, and of sticking to it. Surely every teacher of Modern Languages in this country should be a member of this Association, if not with an eye to personal advantage, then out of loyalty to comrades and for sake of the cause. Nor should members be merely sleeping partners ; and, in particular, I would say that active co-operation in the work of branch meetings, and a not too infrequent attendance at annual gatherings, so as to insure the success of these occasions, must contribute not a little to raise the vitality, to spread the

influence and to further the objects of the Association. The second privilege and duty incumbent upon the Modern Language teacher—at least, if his subject be a Continental language—is of a still more energetic and, I must unfortunately add, expensive character : it is the practice of foreign travel. Let each vow an annual holiday abroad, and that a somewhat strenuous holiday. I sometimes think that our young people are sent too soon and too casually abroad. I do not refer to the plan for the ‘International Exchange of Children,’ of which, under proper safeguards, little but good can come. I refer to the apparently growing practice of withdrawing boys at critical ages from English public schools, to project them into alien and alienating conditions, which seems to me a somewhat dubious speculation, rendered increasingly superfluous or premature by the steady improvement of the Modern Language instruction given in our schools. But for the teachers, who are charged with the duty of imparting that instruction, can there be any doubt or question concerning the immense advantage, the imperative need, of constant and periodic recurrence to the living sources and the native environment of the languages and literatures which they profess ? Nothing can maintain a student and teacher of any Modern Language in efficiency and enthusiasm so well as regular and frequent visits to the country and people whose language and whose culture it is his

business and his joy to assimilate and to impart. Study and research at home are good; intercourse by correspondence is good; but they are dry bones and dead letters compared with the power of the *genius loci* and the *vox viva*, the *voces vivæ*, of the people in the street, the theatre, the pulpit, and in the hospitable homes of foreign friends. Every teacher should cultivate such opportunities, for the joy they will be to him and the benefit which redounds to his pupils. And those who have been accorded such opportunities abroad will be glad to offer them at home to foreign visitors, as we welcome to-day to our platform and table Professor Otto, Delegate of the *Neuphilologenverband*, and M. Kuhn, the representative of the *Association des Professeurs de Langues vivantes*.

What I thus venture to preach I have, according to my own chances, attempted to practise. For example—and forgive an autobiographical confession, in conclusion—last year I had occasion to prepare a short course of lectures for our Oxford Summer Meeting, with ‘Goethe’s Life and Works’ as my subject. I felt that I had to go to Weimar to write those three lectures, and I went and wrote them, a lecture per week. However poor they may have been, they would have been poorer but for that visit. Incidentally I came in for some extra good things, as, for example, a couple of days with my old friend and teacher, Professor Eucken, at Jena; or, again, some notable per-

formances on the Weimar stage—‘Othello,’ ‘Die Ræuber,’ and other high dramas, organized by the Schillerbund for the benefit of hundreds and hundreds of school-boys and schoolgirls from all over Germany—and let me say in passing that we have still to learn from the Germans to take our theatre more seriously as an organ of education—but I had also my own revelations *an Ort und Stelle*. The spots in the neighbourhood of Weimar especially associated with Goethe had each its influence. I loitered in his garden conning the metrical experiments on the inscribed blocks of stone therein. At Belvedere I narrowly escaped an experience which might have parodied a celebrated adventure at Versailles, the narrative of which excited Oxford, and, indeed, a wider public, some two or three years ago; while at Tiefert I must actually have encountered something approaching a subliminal or supernormal vision, otherwise how will you account for the literary freak which I am about to submit to your charity? Perhaps only a mind nourished in its youth on the frivolities of Latin verse composition would have succumbed in its age to such a caprice; or perhaps the example of my old Head-master, your distinguished President in 1895, Dr. William Haig-Brown, who had a marvellous pretty knack of versification in divers languages, ancient and modern, allured me to this *allemande*. However that may be, I went one day to Tiefert; I

saw, or thought I saw; and I came away with some outlandish lines jingling in my head. These lines have already been printed, and I do not propose to reprint them in this address;\* but let me make an end of it by repeating them to you for what they may be worth. They at least attest a debt and homage to the Weimar masters. If there are errors of grammar or idiom, the fault lies with my friend Professor Fiedler there, who forgot to return me the foul copy I sent him with corrections and emendations.

#### GEISTERNAEHE.

*Freilich es waren Männer von hohem  
Werth und Bedeutung  
Die in Tiefurts Park gaben sich heute  
mir kund;  
Geister waren es, viere, die mich emp-  
fingen zu Tiefurt,  
Oder ich irdischer Geist lockte die  
Himmlichen her;  
Und sie kamen, sie gingen, ich weisz nicht  
wie, nach einander,  
Herder und Wieland voran, Schiller  
und Goethe zuletzt:  
Ich erkannte sie alle an Leib' und Aug'  
und Gebärden;  
Schweigend wartet' ich ab, was will ein  
jeder mit mir.  
Herder sprach also: "Drei Wörter ge-  
hören zusammen,  
Halte drei Dinge fest, Liebe und Leben  
und Licht!"  
Wieland sagte behende: "Doch nicht  
vergessen die Wahrheit,*

*Leben ist Leben und Licht Licht durch  
die Liebe allein!"*

*Schiller schritt vorbei: "Ich habe geliebt  
und gelebet,"*

*Sprach er, "und immer war flam-  
mendes Feuer mein Licht!"*

*Goethe lächelte sanft: "An sich das Licht  
ist ja! farblos,*

*Aber mit Liebe vereint färbt und belebt  
es die Welt!"*

The morning session was concluded by a vote of thanks to the President, moved by Professor RIPPMAHN and seconded by Professor BREUL.

In the afternoon the subject for papers and the discussion was 'THE LITERARY ELEMENT IN THE TEACHING OF MODERN LANGUAGES.' Unfortunately, a serious accident had prevented Mr. MICHELL, of Westminster School, from writing his paper. Miss ASH, of St. Paul's School for Girls, read the following paper:

I must begin by trying to disarm a criticism which is likely to be made on my paper on the literary element in Modern Language teaching. I have found it hard not to digress from speaking of the place of literature to speaking of methods of teaching it; the two inevitably lie near together, and it has often been difficult to dissociate them and to discuss the one without many references to the other. On the other hand, I have narrowed the issue, and shall confine what I have to say, firstly, to the teaching of French only, and, secondly, to the teaching of French in Girls' Secondary Schools whose leaving age is eighteen. I am taking the one language only as it is seldom that French and German have the same standing in schools—German being nearly always begun later and confined to a certain section of the pupils, often not those possessed of the best brains. As it is, moreover, the harder language, the same standard is not reached, so that what would be true of the teaching of French might need considerable qualification if applied to German. Still, even where German does not receive the treatment of

\* In the *Oxford Magazine*, October 26, 1911. The words above are printed as spoken, and were fully intended at the time. In reprinting the verses, notwithstanding, I have yielded to the wish of the meeting and of the Editor of MODERN LANGUAGE TEACHING.

the 'most favoured nation,' or in the case of any language in schools with an earlier leaving age than eighteen, a great stimulus may be given to the study of literature by setting it before the children as the final goal of their Modern Language work, whether they attain to it during their school-life or afterwards. And it is of the importance of so recognizing literature as our goal, together with some idea of what advance may be made towards it in schools, that I want to try and speak to-day.

A discussion of the place to be given to literature in Modern Language teaching resolves itself largely into the familiar question of why we teach Modern Languages at all, and what use we expect them to be to our pupils. To take the second question first: if we are teaching the language, say French, for utilitarian purposes only, it is worth while to pause and reflect how many of them are likely to travel *much* in French-speaking countries—that is, in France and its dependencies; for I am told that it is quite a farce to imagine that a knowledge of French is going to be of any service to you in Italy, for example. No doubt far more will use it in this way now than twenty or thirty years ago, and no doubt, too, it adds a great zest to travelling to have a good command of the language; but if we look round in thought at the many children that pass through our schools year by year, what a very small proportion there are who will have the opportunity of using it much in this way. A fair number more will go and spend three months to a year abroad on leaving school, but that is done to complete the knowledge already acquired—to 'learn French properly,' as a boy once said to his French master on leaving one of our public schools for this purpose. Such residence abroad is essential for any who mean to make a serious study or a wide, practical use of the language. Some few, again, may find it useful in chance meetings with foreigners in England, but such opportunities are becoming rarer every year, as the latter do us the compli-

ment of becoming more and more proficient in our tongue; and indeed we not infrequently run the risk of being answered in English when we try to air our French on its native soil.

What, then, is left for that large majority of our pupils who are going to make little or no practical use of French? If they cannot speak it nor hear it, we might be afraid on first thoughts that the language would cease to be a living one for them, for obviously nothing is left except books, the instruments equally of the dead languages of Antiquity. But let no one think that, in reducing the prospects of the majority to that of reading, I have any thought of reverting to teaching by books only—the word seen and translated, but not spoken—for that leaves untouched and uncomprehended everything but the actual facts of the story or the gist of the idea: we cannot get into the author's spirit unless we can hear his voice; unless the instrument by means of which he gives expression to his idea or tells his story is one whose *sound* is familiar to us as well as its *look*.

So, then, all our pupils may fairly expect to have the chance of reading books in the foreign language and may fairly ask of us to bring their knowledge to the point where intelligent reading as of a living tongue is well within their powers. And this brings us back to our first question—Why do we teach Modern Languages at all? As a mind training, some will answer, to quicken the memory, induce accuracy of word and expression and thence accuracy and clearness of thought. Yes, undoubtedly, but all education should also look forward, should present possibilities of interest which it has trained us to appreciate and desire, should, as it were, open a new window in the mind, through which we realize the existence of ideas outside our own range of thought, and through which these same ideas can reach and act upon us. If we are to claim for Modern Languages what the humanists claimed and still claim for the study of the Classics, we have got to see that we

teach much more than the mere language; they must also be made the instruments of a wider culture, a means for enlarging our sympathies, as well as for increasing the alertness of our intellect. We must study the manners and customs of the foreign nation, its past history, its ideals of government and its thought.

Much of this is eminently suitable for the early years of language learning, much is beyond our range, or rather encroaches too much on our limited time, so that we have to turn for help to our colleague, the History specialist. And sooner or later the moment comes when the child asks more of its language lesson than the amusement of collecting coins and picture post-cards, when the history primer can no longer supply a sufficient variety of vocabulary, when other subjects, by making a greater demand on her ripening intelligence, begin to seem so much more real and full of meaning, and the young learner of fourteen or fifteen finds that the study of language for its own sake is growing very difficult and a little monotonous. It is surely at this point that we should like to begin the study of the nation's thought, the last and most direct means of culture, and to seek it in the great works of her most representative writers. 'Should like to begin,' I say, as, of course, the children have long begun such study in their mother tongue, but there is a great danger ahead which may spoil all: it is the danger of beginning to read a book before the language is sufficiently mastered to make such reading a pleasure. I wonder how many of us have had our first taste of Molière or Schiller spoilt for us by the drudgery of reading a five-act verse play at the rate of a scene or a couple of pages a time, every joke of the one, every fine thought of the other, having to be laboriously explained to us, while we only longed that it had occurred to either of them to write that particular piece in simple prose, or, better still, in English. Far better to keep to the Reader a little longer than risk such a catastrophe as that.

Once, however, the Form is ready for higher work of the kind, what a wonderful reawakening of interest it brings, what a fresh pride in the power of using the language, and therefore also a desire to make further progress. But even with the brightest children, fourteen or fifteen is too early an age to abandon the Reader as such or leave grammar to look after itself, so that the study of literature can only come in as it were in spare time: whenever schools are able to give as much as four lessons a week to the language, the fourth might well be devoted to the reading—the *rapid* reading—of some of the easier French masterpieces and to the learning of good poetry, each work being linked with the personality of the author and, as far as possible, with the age in which he lived. In that way, by the time the Upper V. or Lower VI. is reached, the children should possess a fairly wide acquaintance with the great names of French literature, and these would no longer be mere names overheard at times in talk at home, but real people representing different epochs and each making his own contribution to the nation's thought. Unfortunately, however, many schools are unable to give that extra lesson with all its possibilities, and this means that the place of literature must be a very small and lowly one for two more years at least. But there *is* a place for it, or, at any rate, it is infinitely worth while to make one. We can make it first in our choice of the book—that is still to be mostly a Reader. It is possible now to choose a really French story, written by a really good author. And this author can be made a living person to the children and put into his place, at least historically. They can get to know the names of his other works, and the more advanced among them—so often there are two or three considerably ahead of the division—may be encouraged to read some of these for themselves. Then the book itself may be treated as something more than a means for learning French: the good points of the story will be emphasized, some of the

more characteristic passages learnt by heart to help to an appreciation of the style, the characters may be at first described, later even criticized, and so a beginning be made of the literary essay. And in the recitation lesson, even if it can only be given once a fortnight, we will choose poems by well-known writers who may thus be introduced to the Form, or a short play may be learnt and others talked of. Or, again, if an historical novel be selected for the Reader, there are often allusions in it to contemporary men of letters which may be taken up, and a couple of the reading lessons given to a glance at their works. But obviously very little can be done—where the time and the capacity of the child are both so limited—beyond whetting the appetite for the real study that is to follow. This, in my opinion, can hardly be systematically carried out before the last two years of the school life—that is, not till the Lower VI. is reached, though each form may attempt a good deal more than the one below it: thus in the Upper V. the rapid reading of one book should be undertaken alternately with more detailed study of another, while the oral reproduction of works of criticism and the writing of simple essays on their books will help to stimulate the children's critical faculty. Unhappily, these ambitions are all too apt to be curtailed by the exigencies of examinations that demand so thorough a knowledge of one or two books as to occupy a whole year's course of reading, thus woefully limiting our range and almost excluding any work at literature as such. I should like here, too, to deprecate the practice of some examining bodies of setting two books that have absolutely no connection with each other either in time or subject—for example, *Les Femmes Savantes* with a novel of Erckmann-Chatrian's. One feels that they will for ever be to the child 'the set books I did for my exam. in 19—,' and nothing more. But even where examinations do not step in with their baneful influence, we still

hardly like to dispense altogether with the Reader at this stage: there is so much of vocabulary and syntax it can still teach and with which we are loth to burden our work at a book that is primarily to add to their store of ideas rather than to their store of words.

And, on the other hand, I question whether even at this stage the knowledge be yet adequate to attempt anything more ambitious than what I outlined above, whether we yet dare sufficiently to neglect the language work, properly speaking, as to leave almost the whole time free for the study of literature in and for itself. For I do most earnestly wish to postulate for this study a really considerable ease in reading and a fairly ample vocabulary, since in however much detail we like or are compelled to work at certain set books, the pupil must be able to read others quickly and, in the course of so doing, to grasp their sense, to get at and follow out their ideas, to study any special aspect of them suggested to her, and appreciate their style and turns of phrase. If she be not equal to such independent reading, there is little pleasure or profit to be drawn from this change in the Modern Language lesson, and the set book simply degenerates into a Reader, for which it is often supremely unfitted. Moreover, such study does not give us that wider culture we set out in search of. Let me take an example to illustrate my meaning: We are aiming, we say, at enlightening the mind through some clear understanding of the thought of our neighbours; but our knowledge of and sympathy with French thought will gain very little through even the most intimate acquaintance with, let us say, *le Cid*. Why, if left to ourselves, we might suppose him to be a typical Spaniard of the eleventh century. If, however, we go a little further and read some of the rest of Corneille's works, comparing one with the other and finding ourselves constantly confronted by the same type under different names, that particular mistake becomes quickly corrected; but we shall

never arrive at the full appreciation of Corneilian tragedy without a study of the age of which Corneille was a late exponent, and of the new influences that helped to mould him for better or worse. And if such a study brings us to the conviction that this dramatist was not a typical representative of his generation, it is only a step further to inquire, With whom, then, shall we enter into the mind of France in the seventeenth century? and to hear the answer: Only by knowing many minds, by inquiring of many thinkers, by comparing them one with the other, by noting their mutual influence and so only estimating the value of their contribution to the thought of humanity. This is hardly within the range of schoolboy or school-girl capacity, you will say. True; but we can point the way to it even at school by a resolute refusal to let our children ever treat a book, a play, or a poem as an isolated product, whose interest only lies between its two boards.

So I come back to my contention that if we are to dare to give a big place to literature in schools, there must be very considerable ease in reading and handling the language before literature can claim the lion's share of the time at our disposal, and therefore, as I said above, I should reserve such advanced work for the last two years of school-life. In the two highest forms, then, we may fairly give two out of three lessons a week, or—where more periods are available—five out of eight lessons a fortnight, to literature, with the stipulation, however, that this should only apply where the teaching is given entirely in French. If English be the medium used, I should be afraid to allow so much, so long, at least, as there was the chance of having to offer any advanced knowledge of the language at the end of the school career. But where all the work is done in French, the language, besides having its special hour reserved for it, also has its share in every lesson given, as well as in every piece of home-work. Its part lies in the continual practice of hearing, speaking and reading French, in the study

of the vocabulary and style of any given author, in prepared oral discussions, in written essays and in the inevitable increase of vocabulary due to the wider reading. Thus may Modern Language teaching find its fulfilment in a study that shall ever be calling into play new faculties of criticism and sympathy, while still amply exercising the old ones of attention, accuracy, and thoroughness.

There yet remains a last question, and one which is only partially included in the subject of my paper—namely, that of the amount of literature to which we can or ought to introduce our pupils. The Board of Education, in its recent circular on Modern Language teaching, suggests that pupils 'in any efficient Secondary School may fairly be expected to possess a first-hand acquaintance with some at least of the prose and verse masterpieces' of the language. This very moderate demand is supplemented by the observation that 'the attainment which the highest Form may be expected to reach is necessarily conditioned by the length of the course.' We should therefore be right to demand a good deal more than this in schools such as those I am speaking of, where the leaving age is eighteen or nineteen, than where the large majority of the pupils leave at sixteen; and as we have always substituted the period for the set book, so now in planning our two years' course we may well substitute for 'some prose and verse masterpieces' the two great periods of modern French literature, the seventeenth and nineteenth centuries. And such would undoubtedly be our ideal, and, I believe, an attainable one, if our hands were left free. But unhappily—to parody a well-known proverb—when examinations come in at the door, ideals have often to fly out of the window, and we are apt to find ourselves limited to half our programme. In that case my choice would fall on the seventeenth rather than the nineteenth century, and this for several reasons. To begin with, the vocabulary is so much smaller that there is little or no stumbling-block in the way of an appreciation of the

literary value, and it is always possible to read modern works of criticism to keep the knowledge of the language up to date; then the seventeenth century marks the culminating-point of French history and letters, when all Europe was looking to France as the land of enlightenment and culture. Every kind of literary product, except perhaps lyrical poetry, is represented in it, and the spirit of the age, with its tendency towards centralization and the merging of personality in society, gives the impression that here we grasp the essence of French thought, at least of that age if not of all time. And even if the France of the nineteenth century have entirely departed from the philosophy and ideas of the seventeenth century, no study, however detailed, of the Romantic movement and its debt to Rousseau and the Revolution is adequate to account for the uprising of that one-sided and wholly personal literature, without a previous acquaintance with the productions of that more stereotyped Classical period against which it marked such a violent reaction.

Should we, moreover, be able to use our second year to complete our ideal course, such an understanding of the literature of the 'golden age' of France—linked on through its decadence in the eighteenth century first to the early exponents of the new era, and thence to the great names of the nineteenth century—should fit us for an intelligent survey of these more modern writers. By this time the Form should be well able to cope with the wealth of words with which the Romantics dowered the language, as well as to read with sufficient ease not to be daunted by their occasional garrulity; indeed, they will probably feel at one with these reactionaries, and rejoice to find themselves admitted to share in the emotions as well as in the thoughts of the men and women they are studying, instead of being kept outside a high wall of convention and reserve. And if time permits to go on to still later movements and read something of what they brought forth, or even only to name some of their representative

authors, we may confidently leave our student in presence of an ever-widening prospect to which we shall have tried to point the way.

So, then, our primary aim in Modern Language teaching is accuracy and self-expression, but our ultimate aim is to be the cultivation of the humanities, the widening of ideas and sympathies; and we shall seek it through the study of the life, history, and thought of other nations. We shall try to know them as they are through their manners and customs, to learn how they have come to be through the story of their development as a people, to discover what they have thought through their literature, and the last will gradually take the prominent place in our teaching, uniting in itself the other two, while not ignoring the claims of the language by which alone it can become a real and personal possession.

Mr. E. CREAGH KITTSOON said :

I think the task of introducing pupils to foreign literature falls naturally into two divisions: the first division refers to the period during which we are preparing the pupil's mind to appreciate the foreign literature; the second to the period during which we are bringing him face to face with the highest literature in the foreign language. During the introductory period we are, of course, engaged chiefly in teaching the pupil the language, but also in making him familiar with the spirit of the foreign nation—a phrase that includes a good many things.

Now, this division, like all divisions of the kind, is not complete, for though, as Miss Ash has said in her paper, we should concentrate chiefly on literature in the highest forms, it does not by any means follow that we are going to exclude literature from the lower forms. Indeed—although I agree with her that there's a danger in approaching the most difficult literature too soon—I think that with careful selection all that a pupil reads might, in a sense, almost from the very beginning be literature. I think that the

fairy tales of Perrault are literature ; and, although I hold La Fontaine to be a very difficult author, many of his fables might be read and learnt by heart in the lower forms. Moreover, I think the poetry learnt by heart in the earlier stages might be poetry of some distinction. There has been a tendency of recent years to nourish children on poetry specially written for them. I sometimes wonder whether they appreciate our efforts quite as much as we are inclined to imagine. If we give them poetry of distinction they may not appreciate all its beauty, but it will remain in their minds and they will appreciate it later on. We have all, for example, learnt many texts of the Bible by heart without fully understanding them, and it's only when a man is old and grey very often that the full inward meaning of a text at last flashes across his mind.

But for all that, the broad distinction does exist—there must always be a period in literature teaching which we may call the introductory period ; and because I think it's not an easy thing to introduce anybody to a foreign literature, I want to dwell on this period for a few moments. First, we must teach the pupils the language ; and—I say it for form's sake, for most people ought to be agreed on the point by this time—we must teach them to speak the language fluently and pronounce it purely, for if we don't they will never be able to appreciate the poetry and the best prose of the foreign literature. Again it is a commonplace, nowadays, to say that the teacher of foreign languages must be able in the French or German classroom to become a Frenchman or a German. What does this mean ? It ought to mean this, I think—and I consider this a point of great importance in introducing pupils to the spirit of a foreign nation—that the teacher forms a conception of what an ideal Frenchman or an ideal German is, and seeks to personate that ideal. I cannot stop now to tell you what I think an ideal Frenchman should be, but I imagine that he would be at least courteous, chivalrous, and, above all things,

intellectually vivacious. Therefore, the teacher of French should cultivate a nimble wit. His conversation with his pupils should sparkle. Well, if it doesn't sparkle, it's not French ! Otherwise, how on earth is he going later on to explain to them witty authors like Molière or Voltaire ? Well, every French author is witty. A man once remarked to me that the English schoolboy's chief difficulty with French authors was in understanding how it is they are never serious. A remark like that surprises an enormous misconception. It is not true that French authors are never serious ; but the Frenchman's mind is so lively that his intellectual vivacity sparkles out even when he is dealing with the most profound questions, and the English pupil must become accustomed to this if he is ever really to appreciate French literature. In the same way, I imagine the ideal German as a man who is genial in his relations with those around him, but the basis of whose character is unflagging diligence and unfailing devotion to duty. Nobody can be five minutes in Germany without noticing these characteristics of its inhabitants, and as an ideal of the race they peep out repeatedly in all German literature—for example, in Schiller's *Lied von der Glocke*, or in a ballad like Goethe's *Schatzgräber* :

Tages Arbeit, Abends Gäste,  
Sauere Wochen, frohe Feste.

Our pupils should be taught as much as possible about the foreign nation ; they should know what they have wrought or what has happened to them—that's their history ; and they should learn something of their physical environment—that's their geography. If we could succeed in introducing our pupils in this way—and I have been able to refer to it only in the most brief and fragmentary manner—to the spirit of the foreign nation, when they came to read the literature later on, they would not approach it as something foreign and remote, but as something that was already in a sense familiar to them. They would read it as one drinks

water, not sipping it and tasting it and rejecting it.

Turning now to the question of literature proper, I am not ready with any elaborate syllabus of the French and German authors we ought to read. But there isn't really much doubt as to what is most worth reading; nobody wants to exclude Molière and nobody wants to exclude Taine. Some people want us to classify and catalogue our authors just as Latin and Greek authors have been classified and catalogued. If one fellow tells you he is reading Cæsar and another tells you that he is reading Martial, you know at once where these boys are in Latin. It's not like that in French; and I suspect myself that just as we have had to find out for ourselves our own way of teaching language, so we shall have to find out for ourselves our own way of teaching literature; we had better not follow unthinkingly in the steps of our classical second-cousins. French literature—and German literature too—is extensive, and we have a wide choice. No doubt there is much to be done, and nothing but good can result from the discussion of the subject, a very valuable contribution to which was an article from Mr. Arthur Tilley in a recent number of MODERN LANGUAGE TEACHING. With regard to the question of method, I am strongly of opinion that we should not insist too much—in schools, at any rate—on 'movements.' You will probably consider it heresy for me to say so, but I am convinced that there are few more futile ways of treating literature than that of trying to trace the influence of one age on another, or seeking to establish the literary parentage of some poet. I know that university professors and people like that are interested in such questions, but then they've got to be interested in them. Schoolboys might be spared them. Pray don't misunderstand me. I don't mean that such matters, carefully treated, should be altogether neglected, but I do mean that we should not make them the chief end, and that we should not introduce them too soon; our chief aim should not be to inculcate certain

facts about the Romantic School, but to give a youth a living interest in French writers and thinkers. And, above all, I hold it to be of supreme importance not to divorce from each other history and literature. I can't see how the literature of a nation can ever be appreciated without a knowledge of its history. Its literature is a part of its history, taking history in its widest sense. In my own work as master of the Modern Sixth at Whitgift Grammar School, I find it a great advantage to be taking the same boys to English, modern history, French and German; and I feel sure that if modern studies are ever to be recognized as some of us wish them to be recognized, they will have to be recognized *as a whole*, having for their object to impart a knowledge of the thought and institutions of the modern world. Nor need the ancient world be altogether excluded from such a curriculum. My own boys all do Latin, but none of them do Greek; yet I find they take the greatest interest in chapters read to them from a book like Lowes-Dickinson's 'Greek View of Life.' Moreover, I have found it necessary for them—in reading an author like Keats, for example—to get small classical dictionaries and make themselves familiar with Greek mythology; and I find they show the greatest interest in finding out about fauns and satyrs, and who Pan and Apollo were. In the whole history of the world there has been—with the possible exception of the City States of the Middle Ages—but one period of real civilization, and that is the Greek period. For that reason I think it's very desirable to give anyone we're trying to educate some knowledge of that age, and I look forward to reading with my pupils in English some translations of Greek authors.

I have insisted on the importance of treating history and literature together. I should like to conclude by expressing a hope that the time will soon come when the universities will cease to do anything so absurd as to give scholarships in modern languages to boys who know no

modern history and scholarships in modern history to boys who know no modern languages; and I hope they will give scholarships in nothing to boys who don't know English.

Mr. CLOUDESLEY BRERETON insisted that the literary stage should be the goal of linguistic studies. He emphasized the need of strengthening the æsthetic factor in English education: the necessity of initiating the pupils into the correct sound and rhythm of a language in order that they might enjoy and appreciate the form in which a writer expressed his thoughts and his emotions, otherwise their appreciation tended to become a mere appreciation of the 'thought content.' He suggested that the Editor of MODERN LANGUAGE TEACHING should invite teachers to send in graduated lists (see p. 35) of authors which they had compiled for their pupils, showing how they gradually introduced and reinforced the literary element. Such lists would serve as working hypotheses for other teachers in want of direction on this point. Cut-and-dried syllabuses were detestable, but they could not have too much in the way of suggestion.

Miss RYAN (Cork) said there was a crying need for co-ordination between school-work and University work.

Dr. BREUL did not agree that movements should not be studied at an early stage. He considered that they might be treated in a simple way or from a different point of view.

Mr. W. P. FULLER agreed in general with what Mr. Kittson had said. He thought it possible to do a good deal in the way of teaching literature from a comparatively early stage by the choice of suitable text-books for reading. His experience was that boys' discrimination might be largely trusted; they read good authors with greater zest and pleasure than inferior reading-books. He did not agree that Taine's *Ancien Régime* was a suitable book for class reading, but *La Fontaine et ses Fables* and the *Voyage aux Pyrénées* might be used with advantage. Epic poetry, such as Victor Hugo's *Légende des Siècles*,

was often a useful and interesting way of introducing historical subjects into the reading.

Mr. R. H. PARDOE (Handsworth Grammar School) thought the discussion showed a tendency to consider the needs of only such pupils as completed the school course. He desired to enter a plea for those who formed the vast majority in secondary schools, the pupils who never reached the sixth and left school between the ages of fifteen and sixteen. As Modern Languages were now a recognized and integral part of the curriculum, the scheme of teaching should be so adjusted that the majority might derive the greatest profit from it. It was easy to provide literary French or German for the picked pupils at the top of the school; more difficult to provide for boys and girls of fifteen, whose literary tastes were in the making. Such would find the style and matter of the French classics distasteful; boys, at any rate, more readily appreciated the romances of Dumas. The style of many writers, such as Alphonse Daudet, was too difficult for the pupils he had in mind; again, girls might revel in fairy stories, but boys found them silly. If any classification was attempted, it would be essential to try to lead the tastes of fifth form pupils on to the higher literature by putting before them works suited in style and in matter to their stage of advancement.

The PRESIDENT, in summing up the debate, said that his sympathies were with introducing young persons to contemporary foreign literature and then working backwards. He was in favour of giving translations at first as a means of arousing interest and as a stimulus.

After tea Sir Hubert Jerningham read a paper on—

## ROSTAND.

It is not for me on this occasion to touch upon various aspects of teaching or upon the needs of teachers. Others, I see, will do

that; but for those who are not professionally wedded—perhaps I ought to say, who are not obstinately wedded—to the classic form in French poetry as we know it from the sixteenth century to the days of Victor Hugo, I want to-day to converse—one-sidedly, perhaps—upon the merits of a remarkable poet who, for his purpose, when he requires it, ignores classicism altogether; and yet has shed such lustre on the beautiful language of France that, with the possible exception of Verlaine, on whom many French people had pinned faith as the greatest poetical genius of this century, Edmond Rostand has beaten the record in the long list of poets of whom France is so justly proud.

If you do not consider it presumptuous, I want to-day to examine with you some of the work of this essentially lyric and dramatic poet, and especially his last play, *Chantecler*, which I consider his masterpiece. I want to do this all the more that my remarks will apply to the man's genius and to the beauty of his work, without any intention of proposing him as a model to young aspirants in French poetry. The food is too rich.

Some few years ago—on June 26, 1904—when Coquelin the elder and Madame Sarah Bernhardt were rejoicing London audiences at His Majesty's with their interpretation of *Cyrano de Bergerac* and *Roxane*, a dinner was given at the Athenæum Club to Constant

Coquelin and Mr. Beerbohm Tree, on which occasion I happened to be seated near the great French actor, and inquired whether the poetical genius of M. Rostand was content with laurels gained, or was ambitious of still better things.

'Ah, vous verrez,' said Coquelin, 'et vous m'en direz tant. Attendez un peu: Cyrano n'est rien à côté de *Chantecler*. Je ne puis vous en dire plus long, mais c'est merveilleux de conception, de lyrisme et d'esprit.'

So infatuated was he with the prospect of creating the part, and so convinced was he that he would do it justice, that it is melancholy to reflect that not only did he die before the play could be produced, but that the author lost the services of the one man he had let into his confidence and to whom he had revealed all he had meant the character of *Chantecler* to embody.

This statement is the more necessary at the outset because, with the death of the great comedian, the one link which bound the poet and his chosen interpreter was snapped, and M. Rostand lost all at once his most encouraging and enthusiastic supporter in the novel line he was so courageously attempting as a moralizing satirist of the school of Aristophanes and La Fontaine, and the only friend who could curb his tempestuous vivacity. Coquelin gone, M. Rostand became, I fear, the willing or unwilling tool of men who wished to trade on the laurels of Cyrano and of l'Aiglon, and who speculated on the assured success of

his next stage venture, whatever it might be.

In the pursuit of financial gain, there is, I suppose, not much conscientious discrimination in the matter of ways and means, and it may have been useless for the author to be advised that, though written for the stage, his work was essentially a poem to be first read and subsequently staged. His patrons thought otherwise; and to this decision the first representation of *Chantecler* owed, no doubt, much of its unfavourable reception; for without question, had *Chantecler* appeared in book form before it was given at the Porte St. Martin, the public would have spared actors and managers for the sake of the beauties of the poem, and would have been indulgent to those who, in the interpretation of a master-work, could not soar as high as its author.

It is a pity in more senses than one, for it discredited a little both M. Rostand and eminent actors, as can be seen in all the criticisms that followed the historical evening of February 7, 1910, though from a literary point of view, since the play has appeared in book form, it can be easily shown to be a lyric poem of resplendent beauty, a noble composition, and a brilliantly witty work, from which, however, had he lived, Coquelin would have curtailed some over-abundant smart sayings, and summarily relieved many a scene of tiring and unnecessary punning drolleries.

That the poet needed the re-

straining hand of his friend the experienced actor, Coquelin, is proved by his own acknowledgment of the desire to write a moral play, and by his wife's declaration on the morning after the first and only general rehearsal which was permitted that her husband had 'dared to purify the stage of its conventionalities, and had succeeded.' This gifted lady, herself a poetess, said:

'C'est parceque Rostand a osé, a réussi à mettre debout un poème de cette hauteur morale, que l'on ne peut humainement aller plus loin dans la beauté. J'ai le sentiment que *Chantecler*, vu de haut, en historien, loin du Boulevard qui plaisante, et des parloties qui déchirent, aura l'honneur, dans l'art de notre temps, d'avoir avancé le théâtre vers cette forme plus épurée, plus dégagée des conventions que souhaitent pour lui ceux qui le tiennent encore pour un possible éducateur des foules.'

It may be interesting to gauge the value of this appreciation by his wife of Rostand's latest masterpiece; but perhaps a few words about the man himself may not prove amiss. In truth, not much is known of the private life of M. Edmond Rostand, though he is perhaps the only poetical genius that ever received instantaneous recognition from an electrified public, and can be pointed at as the truest type of French character at its best which can be presented to an admiring world by an admiring France.

He has written five plays, of

which three were immediately successful, and two brought him quite exceptional triumphs in a land where criticism is a national possession.

His discourse at his reception at the French Academy on June 4, 1903, when only thirty-five years of age, was considered so good that on the following day Coquelin in a fit of enthusiasm read it aloud at a choice meeting of literates at the house of a mutual friend, Dr. Maurice S——, on the Boulevard Malesherbes, for the delectation of those who had not heard it the previous day. Could greater compliment be paid to his oratory?

He married early a young girl who wrote verses under the name of Rosemonde Gérard, and whom Leconte de Lisle described as 'Une personne que vous verrez, que vous entendrez et que vous n'oublierez plus. Elle écrit de beaux vers et les récite en perfection.' She was able on one occasion to take the part of Roxane at an hour's notice on hearing that Mdlle. Legault was ill. She knew by heart every word of this difficult part.

Rostand was born at Marseilles on April 1, 1868. His father was a writer. He wrote articles on political economy as an occupation and appreciations of the Latin poet Catullus as a recreation.

Augustin Filon, who has lived so long among us, and who this very month has published in *La Revue des deux Mondes* a very remarkable article on Home Rule, on which I wish to offer him my congratula-

tions, wrote in his book: 'De Dumas à Rostand: Esquisse du mouvement dramatique contemporain,' published in 1898. 'Catulle a été comme le parrain intellectuel d'Edmond Rostand et je retrouve quelques-uns de ses dons chez son brillant filleul.'

But what specially redounds to the credit of M. Filon is that he was the first to discover in Rostand's earlier published verses, *Les Musardises*, that a great poet had been born, 'Bien qu'on se moquât de moi alors,' as he writes. Strange to add, *Les Musardises*, which Rostand published in 1889 at the age of not quite twenty, and which so rejoiced Filon, was dedicated by Rostand to 'the friends who had failed,' among whom he believed he would himself be numbered:

'Je vous aime et veux qu'on le sache,  
O raillés, ô déshérités,  
Vous qu'insulte le public lâche,  
Vous qu'on appelle des râtés.

\* \* \* \*

Etant votre ami, votre frère,  
Un rêveur, un hurluberlu,  
Qui connaîtra votre misère  
Peut-être demain,—j'ai voulu  
Vous dédier, par ce poème,  
Les premiers vers que j'ai tentés,  
Enfants perdus de la Bohème,  
O mes bons amis, les Râtés.'

If modest in appearance and timorous in form, these lines also reveal great decision and characteristic audacity, but were they the result of his first discomfiture?

It is not easy to verify whether this book of verses was published in 1889 or in 1887, as it is out of print and difficult to get. We

believe, however, that it was given to the public, as we say, in 1889, after his first play called *Les Pierrots* had been declined at the Comédie Française in 1887. It was declined on the sole ground that the actor Got had declared that 'there were already too many Pierrots on that stage.' It is thought that in consequence of his rejected play he inscribed his poem 'To the Unsuccessful Ones,' being the work of a *rôlé*—a dreamer like themselves.

Be this as it may, he went on versifying, and three years later—May 21, 1894—*Les Romanesques* brought him his first success. He himself has related some of his literary experiences to M. Jules Huret, a writer in *Les Annales Politiques et Littéraires*, in which he declares that on the first representation of that play he realized that he had hit the mark:

'Au bout de quinze vers à peine, voilà des applaudissements qui partent à propos de je ne sais quoi, d'un vers comme il y en avait en foule dans la pièce. Je me dis: Ça y est!

'J'avais compris que mon vers avait une certaine vertu théâtrale; et ce n'est que ce jour-là, en m'écoutant jouer, que je me sentis poète dramatique.' And he adds: 'That is the true exact history of my first success, for it was one.' He was just twenty-four.

The *Romanesques* were given at the Théâtre de la Comédie Française on May 21, 1894, and interpreted by such actors as Le Bargy,

De Féraudy, and Mdle. Reichenberg, which was an immense advantage for so young an author at his first venture, yet he would not believe in his good luck.

On somebody reproaching him for ignoring his good luck, 'Ah,' he replied, 'I have amused myself at times by indulging that agreeable superstition, but rather for fun than from belief. A success made me optimistic, that's all.'

Then followed *La Princesse Lointaine*, April 5, 1895, of which he wrote that, notwithstanding 'que la presse presque entière extermina l'œuvre et en fit un quasi four, la pièce avait durant les huit jours avant le départ de Mme. Sarah Bernhardt pour Bruxelles fait ce qu'on appelle de l'argent et pour la première fois j'eus la notion que je pourrais attirer la foule.'

With these two notions that his verses had a theatrical value—'certaine vertu théâtrale'—and that he could attract a crowd, M. Rostand realized that he was born a poet, and set himself to work seriously at those verses which at the age of twenty, he says, 'Je m'amusais à faire sans la moindre idée que je pourrais devenir jamais un poète.' The immediate results were *La Samaritaine* and *Cyrano de Bergerac*, both given in the same year, the one at the Renaissance on Ash Wednesday, April 14, 1897, with Sarah Bernhardt and Brémont; the other at the Porte St. Martin on December 28, with Coquelin, Volny, and Maria Legault: the one a lyric poem of transcendent

charm and merit, the other an heroic comedy of such power as to have landed him all at once among the highest divinities of Parnassus and the noblest poets of France. He received the Legion of Honour on the very evening of its representation.

*L'Aiglon* appeared in 1900, and was received, if not with such rapturous applause as *Cyrano*, at least with a confirming approval of the exalted rank bestowed by literates and illiterates alike upon the dramatic poet who had made no mistake in his belief that his verses had a 'theatrical value' and that they 'could draw' the public to the play.

Indeed, from 1894 to 1898—viz., in four short years—the poet must have been amazed at the rapidity with which his notions had fructified, and at the sums,—‘ce qu'on appelle de l'argent,’ which had been laid at his feet in gratitude for what his bountiful muse had dictated to this sensible non-believer in luck. As a matter of fact there is no luck in genius, for genius harnesses it to its triumphal chariot, and what ordinary mortals appeal to, a genius knows how to enslave.

Much has been written by envious critics, whose names we may screen, to show that on account of ‘son heureuse étoile’ Rostand's success was assured. To have had such interpreters at the very outset as Reichenberg, Sarah Bernhardt, Le Bargy, Brémont, Coquelin aîné, all that France could boast in the way of histrionic talent, for his earliest

efforts and in so short a space of years, was indeed, in the ordinary sense, a ‘piece of luck’; but the very circumstance of these celebrated actors wishing to interpret the poet's creations, however young he might be, was their acknowledgment of the genius that had been sprung upon them to ennoble their art—a genius which now, in *Chantecler*, has soared so high that M. René Doumic, the dramatic critic of the *Revue des deux Mondes*, could only excuse the actors in this the latest play by declaring: ‘Cette fois M. Rostand a demandé au théâtre plus qu'il ne peut donner. Le poète a fait violence à l'auteur dramatique.’

Before we apply ourselves, however, to this latest masterpiece of that extraordinary pen, let us do justice to the poet's gratitude, and call attention to his graceful acknowledgment of all he owes to those who interpreted his genius.

Could anything be more simple and charming than the dedication to Coquelin of *Cyrano de Bergerac*: ‘C'est à l'âme de Cyrano que je voulais dédier ce poème. Mais puisqu'elle a passé en vous, Coquelin, c'est à vous que je le dédie.’ Or the lines, so descriptive of herself, to Sarah Bernhardt, lately published by *Les Annales Littéraires*:

‘En ce temps sans beauté, seule encor tu nous restes,  
Sâchant descendre, pâle, un grand escalier clair,  
Ceindre un bandeau, porter un lys,  
brandir du fer,  
Reine de l'attitude et Princesse des gestes.’

And all this before he was thirty years of age! He was only thirty-five when elected a Member of the Academy of France; and, by way of digression, may I quote from a recent book of reminiscences by Lord Lamington two sayings of the late Lord Beaconsfield: One, 'I do not say that youth is genius, only it is divine'; and the other, 'The history of heroes is the history of youth.' I think it is also Lord Lamington who underlines the fact: 'Byron died at thirty-seven, and so did Raphael and Burns; that Pitt was Prime Minister at twenty-three; Lord Henry Petty Chancellor at twenty-one; that Napoleon commanded the armies of Italy at twenty-seven, was First Consul at thirty-one, Emperor at thirty-three, and had Kings as sentinels at thirty-five; and that all his marshals, Kléber, Masséna, Jourdan, Hoche, were under thirty.'

But to resume. So much work, perhaps also so much excitement, caused a reaction, and illness ensued. Rostand himself said: 'Je n'ai pas cette force physique qui permet les excès: les enivrants excès de travail.' And it was only three years after *Cyrano de Bergerac* that *L'Aiglon* was produced.

Meanwhile, the poet had sought rest in his native land on the shores of the Mediterranean, and there at Arnaga, a villa he had built, the idea of *Chantecler* first came to him. M. Doumic tells the story:

'Au hasard de ses promenades il s'est arrêté dans une cour de ferme. Ce petit monde du poulailler lui est apparu comme une

image de notre monde. Devant les travaux et les querelles des oiseaux son imagination a évoqué les travaux et les querelles des hommes: et le désir est né chez lui d'emprunter ce jeu d'apparences pour traduire d'intimes réalités. . . . Il en est résulté *Chantecler* où il écrit les Mémoires de son temps et non les siens, mais où il met le meilleur de lui-même, je veux dire son émotion devant les spectacles champêtres, son expérience de la vie et sa conception de l'art.'

It is indeed more than that. It is also his revenge in satirical metre for all the delays and obstacles placed at different times in his way by those who for ten years prevented his play being given, and seem to have been animated by the basest instincts of cupidity in their endeavour to prostitute his talent to their purpose, 'l'éducateur en esclave.'

Even at the outset in the masterly hymn to the sun he has a hit at them when *Chantecler* exclaims: 'Ton or est le seul or qui soit de bon conseil.' But as Boileau has long ago declared: 'La critique est aisée et l'art est difficile.'

Numerous critics have filled reviews and newspapers with their impressions and appreciations of *Chantecler*. They have variously judged the merits of this great work, but all, after studying the play, have admitted its moral tendency, its essentially French liveliness, born out of French lightness of heart, to point out modern French failings and weaknesses.

As Ernest Charles writes in the

*Théâtre des Poètes*: 'Oui l'œuvre de Rostand est puisée à même les sources françaises et l'âme française s'est insinuée en elle pour la vivifier étrangement.'

René Doumic, in the *Revue des deux Mondes*, goes further: '*Chantecler* est un très beau poème lyrique. . . M. Rostand a rêvé à son art. Il est poète, noblement poète, purement poète. L'atmosphère de la pièce est une atmosphère de libre fantaisie. Mille et un traits d'ironie d'espièglerie, de gaminerie raillent au passage les plus modernes de nos travers.'

Jules Lemaître cannot conceal his delight: 'Les vers de M. Rostand étincellent de joie'; and M. Jean Thouvenin acknowledges that 'La pièce contient quelques-uns des plus beaux vers de notre langue et ces vers souples et forts n'expriment que de fières et réconfortantes pensées.'

But it may be asked, What do all these animals represent? and the answer is that through their materialism they became essential in the task he had undertaken of waging war against the snobbishness of fashion, against the vulgarity of wealth, and the spiteful laughter of ignorant men, so as further to exalt the ideal begun in *Cyrano* at the expense of any and every form of modern materialism! 'Il faut relever le panache, c'est à dire l'idéal.'

The late Comte de Vogüé, replying to Rostand on his reception at the Academy, paid him a just compliment: 'Les actes héroïques sont en

puissance dans les âmes qui vibrent à vos chants. C'est pourquoi vos pareils peuvent seuls prétendre à la vraie popularité, au pouvoir absolu sur les cœurs. Nos enfants recevront du théâtre de Rostand des leçons de courage, de beauté morale et d'humaine pitié.'

Such a tribute justifies, I think, the words of Madame Rostand, to which reference was made: 'Il aura l'honneur dans l'art de notre temps d'avoir avancé le théâtre comme éducateur des foules.'

On the other hand, Emile Faguet, a known authority and a purist, writing about *L'Aiglon* in the *Journal des Débats*, referred to the superabundance of words, and declared: 'Je ne puis pardonner à l'auteur le redoutable entassement verbal qui est le fond même de son œuvre'; while Catulle Mendès, in the *Journal*, declared that 'Ce vers de M. Edmond Rostand ne me satisfait pas d'une manière totale. Il est harmonieux, vif, clair et tendrement sonore, ce vers, et fécond en images: et l'on sait que j'accueille les plus déconcertantes audaces des prosodies nouvelles: mais on sait aussi combien je suis persuadé que ces prosodies n'ont pas absolument raison, et M. Rostand n'aurait pas dû faire rimer mûriers avec murmurez dans la Samaritaine.'

This was a classic revolt against the 'prosodie nouvelle.' What would he have thought of the rhyming in *Chantecler*, where, taking but the first Act, and excusing the word 'cocorico,' to imitate the cock's crow rhyming with 'écho,' a

licence on which a M. Pergola took the not very commendable trouble of writing a would-be injurious parody in three Acts entitled *Le Désastre*, we find 'toc-toc' rhyming with 'coq':

'C'est le coq pour lequel tous les cœurs  
font toc-toc.'

But is that very sinful? As our friend Mr. Storr has pointed out to me, even Shakespeare has been similarly at fault. Thus Ariel's song:

'The watch-dogs bark: "Bow-wow."  
Hark, hark! I hear  
The strain of strutting chanticler  
Cry, "Cock-a-diddle-dow."'

*Tempest*, I. 2.

Then 'clore' with an English word, 'folklore':

'De temps en temps elle ouvre; et crac!  
avant de clore  
Elle laisse tomber une fleur de folklore.

'Effraye' with 'oreille':

'*Patou*. Trompé pour qui? pour qui? Le  
sais-tu?

*Chantecler*. Tu m'effrayes.

*Patou*. Pour un basset qui se marchait  
sur les oreilles.'

In this case it may be interesting to note that the Marseilles accent of the poet is responsible, for in the south, 'effrayes' would be pronounced as 'effreilles,' sounding like 'oreilles.'

Then again, 'infect' with the English word 'select':

'*Patou*. Sous la tutelle  
De cet homme de paille au vieux gibus  
infect.

'*Le Merle*. Grâce à lui, c'est plus select.'

'Fou' and 'bijou.' 'Poulets'  
and 'laid.' 'Io' and 'proprio':

'*Chantecler*. Il adore les bêtes  
Et leur donne des noms qu'il prend  
dans les poètes;  
Ça, c'est l'âne Midas: ça, la génisse Io.  
*Le Merle*. C'est ce que nous nommons  
le tour du proprio.'

'Laid' and 'gilet,' or 'laid' and  
'est.'

No doubt these are all very distressing to classic writers or grammarian critics, and are not to be recommended to the youth of a land already so prone to invent slang words and use them in literature; but it should not be forgotten that poetical licence which is not permitted to a student is excusable in a genius who, giving life to animals, endeavours to give life also to their particular notes of call.

That is also why Rostand does not spurn such invented or familiar words as 'cocorico' for his *Chantecler*; 'roulant,' in the sense of stupid, for the blackbird (*Le Merle*); 'roucoule,' for a pigeon; 'glou-gloute,' for the turkey; 'gober,' for a hen; 'picore,' for chickens; 'Rrrr,' for the dog.

'*Patou*. Rrrr.

'*Chantecler*. Quand il roule l'R il est très  
en colère.'

'E-on,' for the peacock; 'coin, coin,' for a duck; and 'tututute,' for the blackbird, the object of his greatest contempt.

'*Chantecler*. Bref, le Merle est méchant,  
il est bête, il est laid.

*Patou*. Il est surtout; que l'on ne sait  
pas ce qu'il est.

Pense-t-il un instant? sent-il une  
minute?

Tu tu tu.

*Chantecler.* Mais quel mal fait-il ?

*Patou.* Il tututute ;

Et rien n'est plus fatale pour qui pense  
et qui sent

Que ce vil tututu complexe et réticent.'

It is perhaps unfortunate that though animals may very well resemble men, and no doubt possess in the aggregate most men's vices and many of their best qualities, still their gestures on physical formation grounds must ever necessarily differ, and cannot interpret human feelings sufficiently clearly to satisfy a theatrical audience, and that is another explanation of the reason why the first representation of *Chantecler* was not the theatrical success expected. But that affects the rendering, not the composition of the play, for as a moralizing poem it becomes more beautiful every time it is read and analyzed, and contains some of the finest effusions in existence.

Chantecler is in reality another Cyrano, or Don Quixote, maybe, but the champion of great ideas. Faith, honour, truth, honesty, all arrayed against the foibles and failings of the world. As Cyrano is dying he cries out :

'Vous êtes mille ?

Ah, je vous reconnais tous mes vieux  
ennemis !

Le Mensonge ? Les Compromis, Les  
Prejugés,  
Les Lâchetés, La Sottise.

"Que je pactise ?

Jamais, jamais !"

And in *Chantecler*, though surrounded by enemies who want to stop his crowing, he proudly declares : 'Je chanterai toujours !'

M. Rostand himself has given the key to his play : '*Chantecler* est un poème symbolique où je me suis servi de bêtes pour évoquer, pour raconter des sentiments, des passions, des rêves d'hommes. Mon coq n'est pas à proprement parler un héros de comédie. C'est le personnage dont je me suis servi pour exprimer mes propres rêves. . . . *Chantecler* est quelque chose comme un récit de l'effort humain, de l'effort créateur aux prises avec le mal et tout ce que ce mal enferme de déceptions, d'espérances, de douleurs, de voluptés, petites ou grandes.'

I have no more to add but this one question : Those who cannot forgive the 'déconcertantes audaces' towards which even a purist like M. Faguet showed himself indulgent, can they hear unmoved the glorious Ode to the Sun in *Chantecler* without at once drowning their vexation in the smiles of their content ?

I venture to quote as a finish two stanzas of that hymn—for it is a hymn :

'Toi qui sèches les pleurs des moindres  
graminées,  
Qui fais d'une feuille morte un vivant  
papillon,  
Lorsqu'on voit, s'effeuillant comme des  
destinées,  
Trembler au vent des Pyrénées  
Les amandiers du Roussillon.

'Je t'adore, Soleil ! ô toi dont la lumière  
Pour bénir chaque front et mûrir chaque  
miel,  
Entrant dans chaque fleur et dans  
chaque chaumière,  
Se divise et demeure entière  
Ainsi que l'amour maternel.'

## MODERN LANGUAGES AND A LIBERAL EDUCATION.

ALL readers of MODERN LANGUAGE TEACHING will agree that the articles on this subject already contributed by Mr. Arthur Tilley and Mr. Stanley Leathes are of the highest interest. The latter especially seems to me to lay down fundamental principles, when he says, or implies, that Modern Languages are to be the key to literature and history (p. 226); that their human side must not be sacrificed to philology (p. 227, col. 1); and that they should be studied in conjunction with the literature of the native tongue (p. 227, col. 2).

But, even had not both writers made open confession of the fact, it would have been easy enough to infer that neither was a practical teacher. Both of them exaggerate the educative value of rapid reading, than which nothing is more dangerous to a young and untrained mind, nothing more calculated to encourage a habit of slovenly thought and of half-understanding what one reads. The art of rapid reading is only to be acquired by means of much slow and careful study of texts; and, in my opinion, it is always to be mistrusted and employed as little as possible for study.

Then Mr. Leathes betrays himself by the statement that French is easy; it is easy only to those that know it badly, and even then only if they confine themselves to rapid reading. But who that had

ever tried to make a speech or to write an article in French would declare that it was easy?

Mr. Tilley reveals his weakness in his choice of books for secondary schools. Would any practical teacher imagine that boys need be asked to learn French history by a course of *Mémoires*—the most interesting of reading, it is true, but the most discursive? Are there no history books in French? There are, and extremely interesting ones. Why should our students not use M. Albert Malet's excellent series? or Rambaud's (much more advanced) *Histoire de la Civilisation française*. Mr. Tilley mentions, wisely, Lacour-Gayet; this is only one of a set of *Lectures historiques* published by Hachette; they are all good and interesting, but they supplement a manual of history, and cannot take its place. Mr. Tilley is even less practical when he suggests (p. 197) that schoolboys should read *René* and *Atala* (apparently to acquire a knowledge of French institutions, manners and customs); to appreciate the style of Chateaubriand in anything but a vaguely admiring way, one must have an intimate acquaintance with the resources of French prose; while as for Sainte-Beuve's *Port Royal*—well, let us at any rate remember that it was *intended* for advanced University students. I can, indeed, only suppose that Mr. Tilley himself must have been a super-schoolboy—far

different to those I meet and have met.

Both these writers seem to me, who have been a teacher all my life, to fly high above the subject. It is, perhaps, a fault to which we are somewhat prone in England; some of the over-ambitious programmes and over-crowded examination papers one sees appear to suggest it. We are inclined to do a great deal superficially; but the true principle of education is to do a moderate, or even a small, amount thoroughly. One should especially remember that the main object of secondary education is less acquirement than training. A youth leaving school at about Matriculation age, say seventeen, should have his mind so prepared that he will be capable of efficiently continuing his education at the University, or by private study: in either case he will have to rely chiefly on his own powers of assimilation. To put the matter in picturesque form: the mind of such a youth should be like a house of which the foundations have been solidly laid, of which the walls have been firmly built, but in which there should be no, or little, furniture, and certainly no ornaments.

As regards Modern Languages, it is above all the task of the secondary school to forge that key—the knowledge of the foreign tongue—which is to unlock the treasures mentioned by Mr. Leathes and to teach the young student how to use it. Glimpses of those treasures may be given him, as they

will be in the pieces of prose and verse brought together in good text-books; but his attention must be mainly centred on vocabulary, constructions, and the use of the language in speaking and writing. There is here an immense amount of hard work, yes, of drudgery, to be done; not even French is easy enough to ‘come natural.’ That it is not yet well enough done all examiners for Matriculation will tell you; the free composition offered them is not only weak but, in most cases, deplorably so. Young students must be got to think and to express themselves, within their powers, in the foreign idiom. There is much work, of the highest educative value, to be done in making them explain texts in the foreign language. This exercise of *Lecture expliquée* is not well nor sufficiently practised in our schools, but as an instrument for acquiring an exact knowledge of the language nothing can equal it. Mr. Leathes will think I take an utilitarian and illiberal view, but, for my part, if boys leaving school had an efficient vocabulary, a sound knowledge of grammar, and the ability to express themselves simply in writing and speaking, I should care little about their literary acquirements; except, indeed, that I am of his opinion that their time should not be wasted on trivial authors: I have had *Le Tour du Monde en Quatre-vingts Jours* offered me as a prepared sample of French literature!

Literary and social history are especially subjects for the Uni-

versity or for private work.\* Here Mr. Leathes' remark as to the philologist is of the greatest importance. Our University courses in Modern Languages are at present based on philology, and not, as they should be, on history. Students who take French for their B.A. (we must remember that they have usually three other subjects to prepare) are asked to study, in addition to the language proper and its masterpieces, the grammar of Old French, the history of syntax, versification, etc. These things are good, but surely they should be reserved for those who specialize; and other things are better—for example, French social history, of which, as a rule, University students are profoundly ignorant, or the history of Anglo-French relations. With careful co-ordination of programmes in History, English Literature, French, and German, a most interesting and valuable course of modern study could be evolved. The present philological system produces results like these: that while our young B.A.'s may be quite *calés* in Old French grammar, they are incapable of producing a dissertation or a theme which is not disfigured by faults, or of giving an efficient oral explanation of a text. Is it not ridiculous to have preached the gospel of Modern Languages, and to have cast down such ancient classical idols as Homer and Sophocles, Virgil and Tacitus, only to put the languages of the Middle

Ages, *La Chanson de Roland* and *Le Roman de la Rose* in their places? Is it not ridiculous, too, that when students leave our Universities, after three or four years of French, they often dare not open their mouths in French before an elementary class in a school, and so cannot compete with foreigners? Until we *train* native professors of French and German, as they are trained in France and Germany, we shall not have the best teaching possible.

By all means, then, let us aim at drawing from the study of Modern Languages a liberal education; but do not let us attempt to teach our pupils to fly before they know how to walk. Let us not confuse secondary with higher education; let us in the one fit our pupils to profit fully from the other. Then, when we reach the culture stage, let us remember that the literature of a nation is a part of its history; let us allow no divorce between them, and at the same time let us annex new requirements to what the student already knows of the literature and history of his own country; let us not neglect the more technical side of the language, but see that it is ever subordinated to its human, ethic, and æsthetic sides. Thus we shall, slowly and patiently, draw from a modern language the elements of a liberal education.

I will just add that in many things we may find models on the other side of the Channel; for example, in French programmes of studies in English, where they are

\* Or for the highest classes of schools, where boys remain till the age of eighteen.

often more modest than we, but where my experience allows me to say that they obtain better results. Again, as regards the lists of French authors (see Mr. Leathes' article, p. 229) for English schools, we might consult the programme for the *Brevet élémentaire*, the *Brevet supérieur*, the *Baccalauréat*, etc.;

there we should see what they consider best suited to give French students some first ideas of their own literature; none of these programmes contain Durfort de Cheverny's *Mémoires*, nor the history of Port Royal, but they might still be enough for us.

FRANK A. HEDGCOCK.

### COMPILATION OF LISTS OF FRENCH BOOKS IN ACTUAL USE.

THE indefatigable editor of MODERN LANGUAGE TEACHING has asked me to sketch out the form to be taken by the lists of books which I suggested should be published in our monthly organ, when the question of the teaching of literature in our schools was discussed at the annual meeting. It may be remembered that the point I made was, not that we wanted a sort of stereotyped *Gradus ad Parnassum*, in the shape of one official sacrosanct course of books, but that on the assumption that all linguistic roads lead to literature, though some are more stony than others, it would be of the utmost value if teachers up and down the country would send us syllabuses of the books they are actually using, with any comments or remarks on their use, their difficulties, or their suitability, appended. Such lists should prove of the greatest assistance to teachers forming lists, or dissatisfied with those they were using, and if enough were secured it might be possible (and here I seem to see through the Editor's cunning) to make an article on them, summing up certain general conclusions they seem to embody—as for example, the possibility of increasing the amount of foreign literature used in our schools. Such proved experience, if one can get hold of it, is

always valuable. It might also serve as a basis for further discussion.

I would suggest, however, that the lists in the first case should be confined to French, though it might be indicated, when a second or even a third language was taken up, that the lists should always state the approximate average age in September in each of the classes, thus also incidentally showing whether the general aim was concerned with pupils who leave at sixteen or later, and that the lists should include all the French books used by the pupils. The remarks and comments should come in the form of footnotes to the scheme, in order to secure a certain uniformity of arrangement.

I feel very strongly that this is a matter on which nearly every reader of MODERN LANGUAGE TEACHING can give us the most valuable of all information—first-hand experience. No matter how humble one's school, or how humble one's self—and Modern Language teachers suffer, I think, from this virtuous defect to an unusual extent—here is a subject on which all can and ought to contribute.

As a rule, a list of books will be given with the name of the school attached, but if anonymity is desired in any case it will be faithfully observed.

CLOUDESLEY BRERETON.

## FROM HERE AND THERE.

It is by a fortuitous combination of circumstances, and not by the design of man, that the first secretary of this Association becomes its chairman of committees in the year of its majority. The Rev. W. S. Macgowan, M.A., LL.D., formerly a master of the Modern Side of Cheltenham College, now of St. Anne's, Soho, W., was the convener of the little band—Messrs. H. Baumann, J. W. Longsdon, L. M. Moriarty, B. Proper, Otto Siepmann, A. A. Somerville, J. D. Whyte, E. P. Ash, B. B. Dickinson—who founded the Association at a meeting held in December, 1892, in the rooms of the late Mr. J. J. Beuzemaker, 87, Southampton Row, W.C. Dr. Macgowan held office as Secretary for the first three years of the Association's existence, only resigning in 1896 in consequence of the acceptance of further and more responsible work.



We are often asked by our members and readers in the country for suitable reading in French and German—both for themselves and for their senior pupils. The following French novels are not very new, but they are powerful and stimulating: *La Maternelle*, by Léon Frapié (a study of the infant schools of Paris); *Salutaire Orgueil*, by Yvette Prost (a governess's life in France); and the three series of Marcel Prévost's *Lettres à Françoise* (*Jeune fille*, *marlée et maman*). Anatole France's *Les Dieux ont soif* will have been read by all during the last summer vacation, but it will bear rereading, especially by the history specialist. The French scholar will find several curious terms and usages in it that will prove to him the lightly-worn scholarship of the author. A book appealing to young men and their pastors is Henri Lavedan's *Mon Filleul*.



In connection with the University Extension Lectures at Belfast, the French

Course is being given on Wednesdays by Professor Savory, on *L'Époque romantique*.



The International Guild has opened a London branch. There are French classes for English students and English classes for French students. These classes provide special preparation for the Cambridge and London Certificates of Proficiency in Modern Languages.



We have received the revised *Programme concernant Le Brevet spécial d'Anglais*. For all who wish to teach English in the Canton de Vaud this Brevet is compulsory. The examination is thorough and up to date. It is interesting to compare it with the new Certificates of Proficiency of the Universities of London and Cambridge. The Brevet has five divisions—the Language, the Country (Geography, History, Manners, and Customs), the Literature, Texts (reading of a complete work of the twelve important authors and extracts of others, plus a detailed study of four authors chosen by the candidate), Pedagogy. *À titre de curiosité* we give the names of the twelve authors: Shakespeare, Milton, Goldsmith, Wordsworth, Scott, Byron, Tennyson, Dickens, Thackeray, Ruskin, Stevenson, Hawthorne. It is interesting, too, to note that Kipling, Wells, and Shaw, are in the list of contemporary authors along with Meredith and Hardy. The books recommended in the various branches are trustworthy. Among them are the works of Bradley, Wyld, West, Jones, Dumville, Rippmann, Passy, Jespersen, and Kirkman.



Miss Mary Sheldon, New Hey, Whaley Bridge, would be glad to hear from a lady willing to make an eight weeks' cruise with her in the Mediterranean during the long vacation, visiting Cairo, Jerusalem, Constantinople, etc.

## MODERN LANGUAGE ASSOCIATION.

THE following ten members have been elected to the General Committee: Mr. M. P. Andrews, Professor Breul, Messrs. F. W. M. Draper, W. P. Fuller, H. T. Gerrans, L. von Glehn, H. L. Hutton, Ll. J. Jones, O. T. Robert, and Miss Tuke.

The following forty-two new members were elected at the General Committee held on January 8, 1913:

H. N. Adair, M.A., Strand School, W.C.

Miss M. A. Bailey, B.A., c/o Agent-General for Queensland, 409, Strand, W.C.

J. Wilfrid Carter, B.A., Central High School, Leeds.

Miss M. E. Cook, B.A., County School, Colvestone Crescent, Dalston, N.E.

Miss M. G. Devonshire, B.A., Royal Naval School, Twickenham.

Harold Cooper, B.A., The College, Bishop's Stortford.

Miss C. D. A. Forrest, The High School, Bournemouth.

Miss B. S. Fowler, 37, Museum Road, Oxford.

Horace Goldring, B.A., Municipal Secondary School for Boys, Brighton.

H. D. de Gourville, Normal School of Modern Languages, Buenos Aires.

O. E. C. Hanbury, Lower School of John Lyon, Harrow.

Miss C. Kirchberger, Girton College, Cambridge.

Miss D. M. Kirtland, B.A., James Allen's Girls' School, S.E.

Miss L. M. Luard, Kingsbury, Alderley Edge, Cheshire.

Mother Mary Elizabeth, Training College, 11, Cavendish Square, W.

R. S. Newsam, B.A., Municipal Secondary School for Boys, Brighton.

Miss E. A. Pickersgill, Wheelwright Grammar School, Dewsbury, Yorks.

Arnold Quennell, 38, Minford Gardens, Kensington, W.

Miss A. Rudmose-Brown, M.A., King's College, Aberdeen.

H. G. G. Rutherford, B.A., 60, Rue des Ecoles, Paris.

Miss Margaret S. Ryan, B.A., Moorfields Training College, E.C.

Miss Evelyn I. Smith, 2, Queen's Avenue, Muswell Hill, N.

Miss Mary Stedman, County School for Girls, Sittingbourne.

W. T. Stockton, B.A., Intermediate Boys' School, Llanelly.

The following belong to the Manchester branch:

Miss T. B. Alleyne, M.Litt., Langdale Hall, Victoria Park, Manchester.

Miss E. Bedford, 39, City Road, Higher Openshaw, Manchester.

Miss E. Burras, High School for Girls, Manchester.

H. T. Burrell, Elysian Street School, Openshaw, Manchester.

Miss A. T. Chisholm, 339, Oxford Road Manchester.

Ernest Classen, M.A., Ph.D., Victoria University, Manchester.

Miss E. Dishart, B.A., County Secondary School, Crewe.

Miss A. H. Freeman, M.A., High School for Girls, Manchester.

A. Heaton, 27, Cresswell Grove, West Didsbury, Manchester.

Henry Heaton, 27, Cresswell Grove, West Didsbury, Manchester.

Miss Jessie Love, 18, Oak Road, Higher Crumpsall, Manchester.

E. H. McGrath, M.A., Victoria University, Manchester.

Miss M. M. Prestwich, Municipal Secondary School, Manchester.

Miss D. R. Shaw, Grammar School, Lymm, Cheshire.

Miss J. Sprunt, M.A., High School for Girls, Manchester.

Miss L. A. Viehoff, Municipal Secondary School for Girls, Salford.

Miss J. M. M. Warburton, 10, Cavendish Road, Chorlton-cum-Hardy, Manchester.

Miss Mary Williams, M.A., D.Litt., Victoria University, Manchester.

A MEETING of the General Committee was held at University College, London, on Saturday, January 25.

Present: Rev. W. S. Macgowan (chair), Miss Althaus, Messrs. Anderson, Chouville, Cruttwell, Draper, Fuller, von Glehn, Miss Hargraves, Miss Hart, Messrs. Hutton, Ll. Jones, Payen-Payne, Miss Pechey, Messrs. Rippmann, Robert, Storr, Twentyman, Wichmann, and the Hon. Secretary.

Letters of apology for absence were received from Mr. Allpress, Miss Ash, Miss Backhouse, Miss Batchelor, Rev. W. O. Brigstocke, Professor Fiedler, Mr. Gerrans, Mr. Odgers, and Miss Shearson.

At the outset of the proceedings Mr. Twentyman took the chair, and asked for nominations for the chairmanship.

Dr. Macgowan having been duly proposed and seconded, was declared elected. In taking the chair, he remarked on his long connection with the Association, of which he had been one of the founders and the first secretary.

The first business was a vote of thanks to Mr. A. T. Pollard, the late chairman, proposed by Mr. de V. Payen-Payne.

The minutes of the last meeting were then read and confirmed.

Messrs. Pollard, Rippmann, and Storr were co-opted members of the Committee.

Miss Hentsch having written to resign her membership of the committee on account of her approaching marriage, her colleague, Miss Strachey, was co-opted to take her place.

Mr. H. L. Hutton was elected Vice-Chairman, and the Hon. Secretary.

Dr. Macan, Master of University College, Oxford, was elected a Vice-President.

The next meeting of the Committee was fixed for May 31.

The Executive Committee was constituted as follows: Miss Althaus, Messrs. Allpress, Breul, Cruttwell, von Glehn, Miss Hart, Messrs. Daniel Jones, Kittson, O'Grady, Payen-Payne, Rippmann, Miss Shearson, Mr. Somerville, Miss Stent, Messrs. Storr and Twentyman.

The following subcommittees were appointed:

*Finance*.—Messrs. Allpress, Atkinson, Bridge, Miss Hart, Messrs. Payen-Payne (*convener*), Twentyman, Whyte.

*Exhibition*.—Messrs. J. G. Anderson, von Glehn, Miss Hart (*convener*), Mr. Hutton, Miss Johnson, Messrs. Payen-Payne, Twentyman.

*Lectures*.—Miss Ash, Messrs. Brereton, O'Grady, Somerville, Miss Purdie, Messrs. Storr, Twentyman (*convener*).

*Exchange of Children*.—Mr. J. G. Anderson, Miss Batchelor (*convener*), Messrs. Bridge, C. H. Carr, von Glehn, Miss Hart, Miss Lawrence, Mr. Lipscomb, Mrs. Longsdon, Miss Sandys, Messrs. J. P. Tonkin, Twentyman, Wichmann.

*Study Abroad*.—Miss Althaus, Messrs. Brauholtz, Brereton, Cruttwell (*convener*), Fuller, Miss Hentsch, Messrs. D. Jones, Kittson, Pollard, Miss Stent, Mr. Twentyman.

*Membership*.—Messrs. Allpress, Bridge, Payen-Payne, Miss Purdie, Mr. Twentyman (*convener*), Mr. Whyte.

*Examinations*.—Mr. Fuller, Miss Hargraves, Mr. Payen-Payne (*convener*), Mr. Robert.

The subject of a Universal Alphabet having been again brought forward, it was resolved, on the motion of Miss Althaus, seconded by Mr. Storr, that the secretary be instructed to take any steps that may further the proposed inquiry of the United States Bureau of Education, and aid the proposed object of an international alphabet.

Letters from members asking that the report on Holiday Courses might be sent them having been read, considerable discussion ensued. Finally, the question of the use to be made of the report itself was referred to the Study Abroad Subcommittee for reconsideration; but it was decided that Part II. should, after revision by the delegates, be published in MODERN LANGUAGE TEACHING.

Mr. Anderson brought up the question of the enlargement of MODERN LANGUAGE TEACHING. He was requested to have an interview with the publisher, and report to the Finance Subcommittee on the financial question.

Mr. Twentyman reminded the Committee that the Association would attain its majority this year, the date of its foundation having been December 23, 1892, and moved for a subcommittee to consider the best method of commemorating the event. The following subcommittee was appointed: Messrs. Milner-Barry, Rippmann, Storr, Twentyman (*convener*), Miss Purdie, and the officers.

The following fourteen new members were elected:

Auguste Allart, 14, Nicholas Street, Pontypool, Mon.

T. W. Callinan, M.A., Merchant Taylors' School, E.C.

Miss Eleanor Clegg, High School, High Wycombe.

E. B. Collinson, B.A., Ackworth School, Pontefract.

Miss M. H. Cook, B.A., County School for Girls, Bromley, Kent.

D. Dudley, M.A., L.-ès-L., Newcastle High School, Staffs.

A. C. Elliott, B.A., Eversley Language Institute, 43, Great Tower Street, E.C.

Miss M. Furner, County School for Girls, Folkestone.

D. Harrault, L.-ès-L., Royal Military Academy, Woolwich.

Miss L. A. Heath-Jones, St. Monica's, Kingswood, Epsom.

Miss M. A. Layne, County High School, Sale, Cheshire.

Miss H. Mottram, High School, Darlington.

Wilfrid A. Piercy, M.A., Foundation School, Whitechapel, E.

Miss L. E. Theedam, Godolphin and Latymer Girls' School, Hammersmith, W.

#### NOTE.

The Right Hon. Lord Weardale has been elected President for 1913.

Lord Weardale was, as a Commoner, the Hon. Philip James Stanhope. He is the youngest son of the fifth Earl Stanhope, the author of the *History of England in the Reign of Queen Anne*. He sat in the House of Commons for about fourteen years, chiefly for Wednesbury and Burnley. He was raised to the Peerage in

1905. He is well known for the great interest he takes in all movements that make for international amity. He gave a steady and strong support to the endowment of the *Guilde Internationale* at Paris, and acted as chairman of the Executive Committee. He is also much interested in the Exchange of Children, and his name appears in the list of the supporters of the scheme.



#### LOAN COLLECTION OF SLIDES.

The following slides have been added:

Ajaccio, general view.

House known as Napoleon's birthplace.

Napoleon's Mother (Gérard).

Bonaparte, lieutenant d'artillerie (Greuze).

Reprise de Toulon, 1793.

Bonaparte at Arcole (Gros).

Bonaparte, Battle of Pyramids (Hennequin).

Bonaparte visitant les pestiférés de Jaffa (Gros).

Le 18 Brumaire (Bouchot).

Passage du Grand St.-Bernard (Thévenin).

Napoléon franchissant les Alpes (David).

Bonaparte (Vernet).

Distribution des Aigles, 1804 (David).

Medal struck to commemorate the invasion of England, 1804.

Meeting of Napoleon and the Tzar on the raft at Tilsit (Debret).

Wagram (Vernet).

Retreat from Moscow (Meissonier).

Adieux de Fontainebleau.

Napoleon on board the *Bellerophon* (Orchardson), by special permission of the Berlin Photographic Company.

The following have been presented by F. W. Allen, Esq.:

Napoleon: 'Last Phase.'

Tombeau.

Habit que portait Napoléon à Marengo.

Lettre de Napoléon au général Carreaux à Toulon.

These slides, with others already in the collection, make it possible to illustrate many incidents in Napoleon's life.

## NORTH LONDON BRANCH.

By kind invitation of Miss Kyle, the Branch held its November meeting at the Highbury Hill High School. Mr. Twentyman read a paper on 'The Formation of a Modern Language Library.' To many of the hearers his conception of a library was a revelation, and so exhaustive, inclusive, and ideal in every way that it is very much hoped that Mr. Twentyman will be able to publish his paper, and so give a far larger number of teachers the benefit of his large knowledge of the subject. Miss Kyle, in the discussion which followed the paper, speaking as a head mistress, said that the suggestions had been most valuable to her, as it was often so difficult to know just what best to put into a Language Library, even when there was a possibility of adding to it

and when the financial question so often hampered the choice. She was quite sure that the publication of Mr. Twentyman's suggestions would be very gratefully welcomed by all who had to do with the formation of the school library.

Mr. Cloudeley Brereton, who very kindly acted as chairman at a moment's notice, added some valuable questions and comments founded on his wide experience of all branches of Modern Language work.

The members wish to thank Miss Kyle for her kind hospitality and Mr. Twentyman for his much appreciated remarks.

The next meeting will be held on Friday, February 28, 1913, at Burwood, Shepherd's Hill, Highgate, N., by kind invitation of Mr. and Mrs. Fred Booth, when Professor Rippmann has promised to speak on Simplified Spelling.

E. C. STENT, *Hon. Sec.*

## INTERESTING ARTICLES.

**TIMES EDUCATIONAL SUPPLEMENT:** (January 7) Modern Humanism and the Universities (S. Leathes); Humanism and Literary Values (Professor W. Rhys Roberts); The Classics in Education.

**JOURNAL OF EDUCATION:** (January, 1913) Notes on Education, by an Old Fogey.

**SCHOOL WORLD:** (January, 1913) English Texts for Schools, by N. L. Frazer.

**EVERYMAN:** (December 24 and January 3) An Eton Education, by Mgr. R. H. Benson; (January 24) Rousseau's *Emile*, by Ch. Sarolet.

**LES LANGUES MODERNES:** (January, 1913) *La Culture Scientifique et le Monopole du Latin* (Ch. Lallemand).

**REVUE DE L'ENSEIGNEMENT DES LANGUES VIVANTES:** (November, 1912, et January, 1913) *Shall and Will dans la Bible et dans Shakespeare* (A. Biard).

## EDITORIAL NOTES.

Sub-Editors: Miss BENTINCK-SMITH; Rev. W. OSBORNE BRIGSTOCKE; Mr. H. L. HUTTON; Mr. HARDRESS O'GRADY; Mr. De V. PAYEN-PAYNE; Miss E. STENT; Professor R. A. WILLIAMS.

THE Editor regrets that notwithstanding the extra pages granted by the Committee, the publication of several interesting contributions is postponed, owing to the length of the Annual Meeting report. He proposes to publish most of these in the March number, and the continuation of the Annual Meeting report in April (instead of May).

Contributions and criticisms are invited on the following:

Modern Languages and a Liberal Education.

Lists of Books (see Mr. C. Brereton's note p. 35).

Free Composition (see November, 1912, p. 205).

Anonymity will be permitted to the excessively modest and others.

Those who wish to make use of the Children's Exchange should communicate early with Miss Bachelor if they wish to have a choice of the best exchanges.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, April or May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s.

# MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN  
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EDITED BY J. G. ANDERSON

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## FRENCH AND FLEMISH SURNAMES IN ENGLAND.

ANY student of our family nomenclature must be struck by the fact that the number of foreign names now recognizable in England is out of all proportion to the immense number which must have been introduced at various periods of our history. Even the expert, who is often able to detect the foreign name in its apparently English garb, cannot rectify this disproportion for us. The number of names of which the present form can be traced back to a foreign origin is inconsiderable when compared with the much larger number assimilated and absorbed by the Anglo-Saxon.

The great mass of those names of French or Flemish origin which do not date back to the Conquest or to medieval times are due to the immigration of Protestant refugees in the sixteenth and seventeenth centuries. It is true that many names for which Huguenot ancestry

is claimed were known in England long before the Reformation. Thus, *Bulleel* is the name of a refugee family which came from Tournay about the year 1600. But the same name is found in the Hundred Rolls of 1273. The *Grubbe* family, according to Burke, came from Germany about 1450, after the Hussite persecution; but we find the name in England two centuries earlier, 'without the assistance of a foreign persecution to make it respectable' (Bardsley, *Dictionary of English Surnames*). The *Minett* family is known to be of Huguenot origin, but the same name also figures in the Hundred Rolls. The fact is that there was all through the Middle Ages a steady immigration of foreigners, whether artisans, tradesmen, or adventurers, some of whose names naturally reappear among the Huguenots. On several occasions large bodies of Continental

workmen, skilled in special trades, were brought into the country by the wise policy of the Government. Like the Huguenots later on, they were protected by the State and persecuted by the populace, who resented their habits of industry and sobriety.

During the whole period of the religious troubles in France and Flanders, starting from about the middle of the sixteenth century, refugees were reaching this country in a steady stream; but after the Revocation of the Edict of Nantes they arrived in thousands, and the task of providing for them and helping on their absorption into the population became a serious problem. Among the better class of these immigrants was to be found the flower of French intellect and enterprise, and one has only to look through an Army or Navy list, or to notice the names which are prominent in the Church and at the Bar, to realize the madness of Louis XIV. and the wisdom of the English Government. These more educated foreigners usually kept their names, sometimes with slight modifications which do not make them unrecognizable. Thus, *Bouverie*, literally 'ox-shed,' is generally found in its unaltered form, though the *London Directory* has also examples of the perverted *Buffery*. But the majority of the immigrants were of the artisan class and illiterate. This explains the extraordinary disappearance, in the course of two centuries, of the thousands of French names which

were introduced between 1550 and 1700.

We have many official lists of these foreigners, and in these lists we catch the foreign name in the very act of transforming itself into English. This happens sometimes by translation—e.g., *Poulain* became *Colt*, *Poisson* was re-incarnated as *Fish*, and a refugee bearing the somewhat uncommon name *Petitœil* transformed himself into *Little-eye*, which became in a few generations *Lidley*. But comparatively few surnames were susceptible of such simple treatment, and in the great majority of cases the name underwent a more or less arbitrary perversion which gave it a more English physiognomy. Especially interesting from this point of view is the list of 'straungers residing and dwellinge within the city of London and the liberties thereof,' drawn up in 1618. The names were probably taken down by the officials of the different wards, who, differing themselves in intelligence and orthography, produced very curious results. As a rule the Christian name is translated, while the surname is either assimilated to some English form or perverted according to the taste and fancy of the individual constable. Thus, *John Garret*, a Dutchman, is probably *Jan Gerard*, and *James Flower*, a milliner, born in Rouen, is certainly *Jaques Fleur*, or *La fleur*. *John de Cane* and *Peter le Cane* are *Jean Duquesne* and *Pierre Lequesne* (Norman *quêne*, oak), though the former may also have come from *Caen*. *John Buck*, from

Rouen, is *Jean Bouc*, and *Abraham Bushell*, from Rochelle, was probably a *Boussel* or *Boissel*. *James King* and *John Hill*, both Dutchmen, are obvious translations of common Dutch names, while *Henry Powell*, a German, is *Heinrich Paul*. *Mary Peacock*, from Dunkirk, and *John Bonner*, a Frenchman, I take to be *Marie Picot* and *Jean Bonheur*, while *Nicholas Bellow* is surely *Nicolas Belleau*. *Michael Leman*, born in Brussels, may be French *Leman* or *Lemoine*, or perhaps German *Lehmann*.

To each alien's name is appended that of the monarch whose subject he calls himself, but a republic is outside the experience of one constable who leaves an interrogative blank after *Cristofer Switcher*, born at *Swerick* (Zurich) in *Switcheerland*. The surname so ingeniously created appears to have left no pedagogic descendants. In some cases the harassed Bumble has lost patience, and substituted a plain English name for foreign absurdity. To the brain which christened *Oliver Twist* we owe *Henry Price*, a subject of the King of Poland, *Lewis Jackson*, a 'Portingall,' and *Alexander Faith*, a steward to the Venice Ambassador, born in the dukedom of Florence.

In the returns made outside the bounds of the city proper the aliens have added their own signatures, or in some cases made their marks. *Jacob Alburtt* signs himself as *Jacob Elbers*, and *Croft Castell* as *Kraft Kassels*. *Harman James* is the official translation of *Hermann Jacobs*, *Mary Miller* of *Marija*

*Moliner*, and *John Young* of *Jan le Jeune*. *Gyllyam Spease*, for *Wilbert Spirs*, seems to be due to a Welsh constable, and *Chrystyan Wyhelhames*, for *Cristian Welselm*, looks like a conscientious attempt at Williams. One registrar, with a phonetic system of his own, has transformed the Dutch *Moll* into the Norman-French *Maule*, and has enriched his list with *Jannacay Yacopes* for *Jantje Jacobs*. *Lowe Luddow*, who signs himself *Louij Ledou*, seems to be *Louis Ledoux*. An alien who writes himself *Jann Eisankraott* (German *Eisenkraut*?) cannot reasonably complain at being transformed into *John Isacrocke*, but the substitution of *John Johnson* for *Jansen Vandrusen* suggests that this individual's case was taken at the end of a long day's work.

These examples, taken at random, show how the French and Flemish names of the humbler refugees lost their foreign appearance. In many cases the transformation was etymologically justified. Thus, some of our *Druetts* and *Drewetts* may be descended from *Martin Druett*, the first name on the list. But this is probably the common French name *Drouet* or *Drouot*, assimilated to the English *Druitt*, which we find in 1273. And both are diminutives of the old name *Drogo*, which occurs in *Domesday Book*, and is the origin of our *Drew*. But in many cases the name has been so deformed that one can only guess at the Continental original. I should conjecture, for instance, that the curious name *Shoppee* is a corruption of

*Chapuis*, the old French for a carpenter, and that *Jacob Shophousey*, registered as a German cutler, came from *Schaffhausen*. In this particular region of English nomenclature a little guessing is almost excusable. The law of probabilities makes it mathematically certain that the horde of immigrants included representatives of all the very common French family names, and it would be strange if the *Chapuis* were absent.

This process of transformation is still going on in a small way, especially in our provincial manufacturing towns, in which most large commercial undertakings have slipped from the nerveless grasp of the Anglo-Saxon into the more capable and prehensile fingers of the foreigner—

'Hilda then learnt that Mrs. Gailey had married a French modeller named *Canonges* . . . and that in course of time the modeller had informally changed the name to *Cannon*, because no one in the five towns could pronounce the true name rightly' (Arnold Bennett, *Hilda Lessways*, i. 5).

This occurs most frequently in the case of Jewish names of German origin. Thus, *Löwe* becomes *Lowe* or *Lyons*, *Meyer* is transformed into *Myers*, *Goldschmidt* into *Goldsmith*, *Kohn* into *Cowan*, *Levy* into *Lee* or *Lewis*, *Salomon* into *Salmon*, *Hirsch* or *Hertz* into *Hart*, and so on: Sometimes a bolder flight is attempted—

'*Leopold Norfolk Gordon* had a house in Park Lane, and ever so many people's money to keep it up with. As may be guessed from his name, he was a Jew' (Morley Roberts, *Lady Penelope*, ch. ii.).

But what happens in this way in England is a trifle compared with the same process in the United States, where immense numbers of aliens are absorbed every year into the population. Thus, when we find that the New York *Millers* greatly outnumber those of London, we may safely infer that a large proportion of them are German *Müllers* and Dutch *Molenaars*, not to mention the reinforcements from Scandinavia, France, Italy, etc.

ERNEST WEEKLEY.

## MODERN FRENCH POETRY.

### I.

It is the custom of some to look upon France as a dying nation—yet if for one moment these prophets would turn to her literature and her art, they would be hard put, we think, to discover traces of approaching death. Rather would we urge that life, and life in abundance, is the gift she is offering to the

world. Here it is her poetry which concerns us, and there, as in the other activities of her national life, the observer is struck by a wonderful variety: it is one of the characteristics of modern artistic effort. We may be told that it is quantity rather than quality, and to some extent the retort would be just; however, the hopefulness lies in this: that the quality, even when

poor, is of diverse texture; each poet weaves his own web. The note of experiment is everywhere heard. And further, the experiment is personal, in that it is the result of individual struggle to express thought and emotion which come from one mind and one heart. To borrow another man's joys and sorrows is beginning to be recognized as contemptible. Where these qualities of literary sincerity and honesty are to be met with, there at least is hope and promise. To insist on them as essential conditions to true art would be preaching the obvious, yet are they not of those things which all men admit, but few know? Also, these qualities are the first step to true originality. Each individual is in himself unique, and his originality consists for the most part in the intensity of his sentiment—that is to say, of his thought and emotion. The cleverest man is not the most original, but rather the man who thinks and feels most strongly, and is at the same time most personal. It is for this reason that in the character of the genius there is always something which we describe as child-like. Originality is much more common among children than among men.

## II.

Before attempting a rough classification of the different groups of French poets a word on the technique of their versification will not be out of place. The modern artist has put aside definitely the prosody

of his ancestors; the important thing in verse, he says, is neither the number of syllables, nor the *cæsura*, nor the rhyme, but something more subtle and more delicate—the rhythm. The rhythm in a line of verse consists in the accent; thus the art of versification is in placing the accent in perfect harmony with the thought and emotion of the poem; or rather, in great poetry, it is the emotion of the artist which gives birth almost unconsciously to the rhythm of his verse. M. André Spire, himself a poet, distinguishes three kinds of accents: (1) *L'accent d'intensité*; (2) *l'accent d'acuité* (*hauteur musicale*); (3) *l'accent de durée*. The last he points out is the important accent in all French verse, without which, indeed, French verse is inconceivable, composed as it is of a number of short syllables of varying length, terminating with a longer syllable, on which the stress of the voice is thrown, and which should also be the most important in relation to the meaning of the line. The line is of no regular length, and ends where the thought of the poet demands a pause. The quality of the rhythm follows the emotion of the poet, becoming stronger as the verse expresses deeper and intenser passion, and, in fact, it has been urged that the true use of rhyme is merely to emphasize the particular accent of the verse, and to bring it out into greater prominence. Thus we see that the point of supreme importance in the technique of verse is the rhythm, and,

further, that the quality of the rhythm depends upon the force and sincerity of the emotion which inspires the poet; but since that emotion, if personal, must differ more or less with each individual, complete liberty as to the form and the expression is granted, so that the verse may harmonize as nearly as possible with the subtleties of the poet's thought and feeling, and follow more surely the rapid changes which traverse his mind. This, in its main outline, is the ideal to which modern prosody aspires.

### III.

First, it is to be noticed that there is no leading 'school' in modern French poetry: 'Mais si un poète a trois disciples il faut crier au miracle' a critic exclaims. Yet, in spite of this general truth, certain groups of poets may be clearly distinguished, who are following more or less the same ideal, and are being guided by the same artistic principles.

Of these, one of the most important is the 'Abbaye' group, so named from the attempt a number of young artists made to establish a 'City of the Sun' at an old abbey near Créteil, about fourteen miles out of Paris. But from the outset it was doomed to failure—and it was well; for if the artist is to lead humanity it is in the midst of humanity that he must live. And again, if human sympathy is one of the essential qualities of great art, then it should be remembered that sympathy alone can spring from

inner knowledge. However, though the dream of these artists was realized but for a few short months, the name of their city has clung to them. MM. Jules Romains et Georges Duhamel are perhaps the most well known amongst those who gathered round the group. They bring to France a plea for liberty, or rather, we would say, for more liberty. They demand complete freedom in the choice of idea and expression. Nothing is foreign to the sphere of art; the artist makes his own sphere: such is their creed. And the other chief characteristic of their work may appear curious, as marking a group of poets who wished to realize their ideal in some desert spot alone among their kind: for it is nothing less than human feeling. They find their joy in the simple contact of individuals, they are inspired by the passing of a human presence, in their verse they give a picture of human life. Whether this quality of sympathy—both rare and delicate—would have been developed in the seclusion of L'Abbaye may perhaps be doubted. As it is, their poetry bears also another unmistakable sign of contact with life: we mean a certain brutal strength. They are, in fact, the descendants of Walt Whitman and Verhaeren.

In opposition to them rises the school of the neo-classicists, the inevitable protest against this disrespect towards form, or rather form as it has been conceived in the history of French literature; their ambition is to stem the tide of

reckless personal expression which seems to be overwhelming poetry in their country, and to carry on 'la tradition française.' Thus it is in checking premature development where their function lies. The days of the Parnassiens are too near, when Leconte de Lisle and Maria de Heredia perfected the art of French classic verse, for them to bring much that is new and vital to French poetry. Their school is not, and cannot be, creative. Round these two main groups gather a number of smaller ones. In M. Dorchain and his followers we hear echoes of the romantic poets. While M. Marinetti and the Futurists dream of annihilating all that has been; their creed is a creed of revolt. The essential element in poetry is for them an element of struggle. Passion, strength, and brute force, wherever it is to be found, they admire. As a critic quotes: 'We will sing the great crowds agitated by work, pleasure, or revolt; the multi-coloured and polyphonic surf of revolutions in modern capitals; the nocturnal vibration of arsenals, and of dockyards, beneath their violent electric arcs; the gluttonous stations swallowing smoking serpents; the factories suspended to the clouds by the threads of their smokes; the bridges leaping like gymnasts over the diabolical cutlery of sunny rivers; the adventurous liners that sniff the horizon; the great chested locomotives that paw the rails like enormous steel horses bridled with long tubes. . . .' And above

and below these ultramodernists stand the remnant: 'Les Indépendants,' who admit no leader, no guiding principle—but each after his fashion sings to the dictates of his fancy, and jots down the passing thought or the fleeting emotion which life may offer.

Into these rough groups the French poets of to-day may be classed. Their verse is almost entirely lyrical, and the form is as personal as is the feeling; their joys and sorrows are hidden behind no veil of allegory: 'I' is of all pronouns the one of most frequent recurrence. Self-expression is their artistic aim. The public that can ridicule the sincere utterance of a human mind and heart is to be pitied but never feared.

Much of their acute sensitiveness and delicate appreciation of colour and sound they owe to Paul Verlaine and the Symbolists; in the more virile and human side of their poetry the influence of Walt Whitman and Verhaeren may be traced. And that their poetry is coming into closer touch with human life may be seen in a reaction towards drama in verse, where M. Paul Claudel is the most powerful influence. Yet as a whole, after reading some of the wealth of poetic production in France to-day, the note of experiment seems predominant. Much is pure experiment, and therefore failure is mingled lavishly with success; yet in both the failure and the success there is above everything a sense of life.

J. K. ROOKER.

## THE TEACHING OF MODERN LANGUAGES IN PUBLIC SCHOOLS.

THE merits and demerits of the Modern Method of Language Teaching have been so often discussed in these pages as to have become *le sujet rabattu* par excellence.

But the difficulties peculiar to the teaching of Modern Languages are so great in schools where the pupils enter at the age of fourteen or even older, that perhaps we may be pardoned for once more bringing them before the notice of the readers of MODERN LANGUAGE TEACHING.

The ideal of every Modern Language enthusiast is to follow Nature's methods: the pupil should learn the foreign language as he did his native tongue, and then, and only then, make acquaintance with the grammar. In schools where the pupils enter at the age of eight or ten, this, within moderation, may be attempted, and very excellent results obtained. In many of our large public schools, however, we are confronted at the outset with several obstacles—the pupils are much older, and have usually been taught entirely in English, or have been left to the tender mercies of a foreign nurse-maid.

Again, the pupils must be divided into two classes: those who are destined to prepare for public examinations, such as the Higher Certificate of the Oxford and Cambridge Schools Examinations, etc., and those—the majority (who are

not of more than average intelligence)—who are expected to achieve some proficiency in the colloquial language. Some of the pupils, it is true, enter at the age of fourteen and pass right through the school, but, even for the brighter, quicker pupil, four years in which to reach examination standard are all too brief.

For instance, at St. Leonard's School, St. Andrews, the divisions are usually large (18 to 22 pupils), and the time limited (four periods weekly of 40 minutes and one period of 30 minutes for conversation). Into these lessons must be crowded, lecture *expliquée*—indispensable if familiarity with and fluency in the spoken language are desired—dictation, grammar, poetry, translation, and drill in sounds and pronunciation generally.

In first divisions, and first divisions only, the teaching is carried on almost entirely in the foreign language, but in the lower divisions (there are, on an average, four divisions in every Form) it is found advisable to give grammar lessons in English, and to make frequent use of translation even in the lessons given up to the lecture *expliquée*.

It has been found that by following these methods the average pupil is able, after a four years' course, not only to understand and read with facility, but also to express herself with ease and readiness.

Unfortunately English examination methods are at strict variance with teaching on such lines. Passages set for translation, both *thème* and *version*, are far too difficult and too long to be satisfactorily rendered in the limited space of time at the disposal of the school-girl or schoolboy candidate. Moreover, the oral part of the examination is extremely restricted, instead of playing an equal part with the written examination, as is the case in Germany, for instance.

So long as the present examination system is maintained, so long will the Modern Language teacher's task be one of unending difficulty and disappointment. *He* aims at proficiency in the colloquial language, at making it a real and living thing to the pupil, an instrument for the interchange of thought; the examiner still seems to regard examination tests as a means of discovering what the pupil—and with him the average German and Frenchman—does *not* know.

As regards the older and backward pupils, the difficulties before us are still greater. One of the chief is to find textbooks simple in language and yet of an interesting nature, for naturally subject matter that appeals to the infant mind of

eight or ten years of age only bores the scarcely more developed mind of fifteen or sixteen. With such pupils frequent translation and re-translation would appear to be an absolute necessity.

The difficulties then that have to be faced in schools of the nature under consideration are, primarily, the teaching together of pupils some of whom have a knowledge of grammar, but little or none of the spoken language, with those accustomed to the latter but ignorant of even the simplest grammatical rules, the preparing of pupils for examinations which are not compatible with modern methods of teaching, and the catering for the older and backward pupils.

It is obvious that a knowledge of the spoken language and an ability to read and enjoy the foreign literature are of paramount importance to the class of pupils who attend our public schools, and it seems as if the modern methods (applied in moderation) were the best means of attaining these ends.

Any suggestions, therefore, for overcoming the difficulties above enumerated would be of infinite value to all concerned in the teaching of Modern Languages.

M. L. P.

### THE SCIENCE OF ETYMOLOGY (SKEAT).

THE study of etymology is full of surprises. The *New English Dictionary* may be viewed as a kind of wonder-book; and whether the wonder it excites be 'the child of

Ignorance' or 'the parent of Knowledge' it affords at least some evidence that there are many people who, as Professor Weekley thinks, 'are capable of seeking intellectual

pleasure from word-history.' The pleasure may not invariably be of a very high order; it is even possible that recurring feasts of philological titbits may in time dull the mental appetite for more solid fare. In the meantime, however, the great Dictionary continues to serve as a delightful storehouse of amusing illustrations of the vagaries of English words in spelling and pronunciation and usage, and as a mine of profit to the purveyors of unexpected information. The result may be to generate in many minds an impression that in the field of human speech 'anything may give rise to anything.' Yet it is so far well that indifference and guess-work should give place to some sort of curiosity and inference. And it is still better if these in their turn give rise, even in a few minds, to a genuine desire to know the principles that should guide an earnest student of etymology. To draw attention to some of these principles is the object of the late Professor Skeat's *Science of Etymology*.\*

A pathetic interest is attached to this valuable little book. It is the last of a long series of publications by a distinguished scholar to whom all students of English owe a debt, and it is in some respects an admission that some of the truths he

laboured to elicit and enforce have not yet permeated the minds of many of our makers of textbooks. It is true that it treats only of what we may be pleased to regard as accepted results, but there is often a wide gulf between the formal admission of a principle and its practical and general adoption. Large numbers of people are now interested in the history of words; even the popular dictionary is expected to be etymological, and the school grammar is usually provided with lists of English words 'derived' (or supposed to be derived) from French, Latin, Greek or some other language. Professor Skeat's book seems partly to have originated in the conviction that this general interest in derivations is still, in spite of the astonishing progress of comparative philology, often blind and erratic; there are certain important questions 'which our grammars never mention,' and there are many readers who are unable to use an etymological dictionary with either intelligence or profit.

The fundamental principle of the author is that the spoken sound is far more valuable than the written form, and that spelling is to be viewed in relation to pronunciation. 'It is a very grave reproach to all who speak the English language and employ its present spelling, that they will neither, on the one hand, admit of any improvements, nor, on the other, make the slightest attempt to understand the forms to which they cling.' It is through a knowledge of pronunciation that

\* *The Science of Etymology*, by the Rev. Walter W. Skeat, Litt.D., etc., Elrington and Bosworth Professor of Anglo-Saxon in the University of Cambridge. Oxford: At the Clarendon Press. 1912.

we learn many things of high interest and value regarding our English spelling—e.g., ‘why *oak* is spelt with *oa*, whilst *broke* has *o*; why *sea* differs from *see*; why modern English does not permit a *v* to end a word (except Slav), but insists upon *have*, *love*, which are not distinguished as to their vowel-sounds from *brave* and *grove*; why *height* is written for *hight*, and *eye* for *ie* or *ye* or *y* (all once admissible); why the German *binden* has a short *i*, whereas the English *bind* has a long diphthong; with innumerable other problems of a like kind.’

Throughout the whole of his work Professor Skeat sets himself to show that the student of English origins must habitually direct much of his attention to the native tongue. It is ‘a subtle snare,’ common enough in the ordinary textbooks, to lead the learner to look abroad for the explanation of the form of English words. ‘The man who has received a “classical education” is only too apt to conceive the erroneous idea that, in the matter of etymology, he has little or nothing to learn.’ Numberless instances are given of the blunders to which this mistaken view may give rise, and, what is equally important, ample proof is furnished of the fact that a knowledge of native English origins is of enormous service to the classical student. Every school-boy is told of the light thrown upon English by Latin or Greek or Sanskrit; the fact that English throws much light upon these languages is not so gener-

ally known or admitted. ‘After centuries spent in the contemplation of the “derivation” of native English words from Latin, or Greek, or Hebrew, or some other impossible source, it is time to show, *not* that Latin and Greek can be “derived” from English, but that English may be very helpful in determining the original forms of “classical” words.’ It is desirable that all language teachers should appreciate this mutual indebtedness.

This emphatic testimony to the value of English is noteworthy in a book which at first sight seems to give so much space to the foreign sources of English words, or, more correctly, to their foreign cognates. It places these extraneous elements in their true perspective. What, for example, is the actual relation between Eng. *charm* and Fr. *charme*, or Eng. *chance* and Fr. *chance*? ‘We cannot expect that *sh* would become *ch* (as in *church*); it is like expecting water to run up hill, which is contrary to experience.’ Such problems as these are clearly stated and solved by Professor Skeat; the teacher of French will realize that, for the purposes of English etymology, it will not do to look for French origins without a study of the peculiarities of Anglo-French. The author deals in turn with Teutonic, Celtic, Persian, Sanskrit, and other cognates, and it is to be hoped that no reader will be deterred from a perusal of the chapters treating of the spoken languages of the East. Modern Persian, for example, with its highly analytical

character and a grammar of delightful simplicity, and with a fascinating literature, will amply repay even a casual scrutiny, and some of the living dialects of India will provide much interesting matter for the student of English philology.

It is rightly said that the chief rule by which modern philology is conducted is that phonetic laws operate with almost mathematical regularity. We hear far too much about the 'corruption' of popular words. Words change naturally and regularly, except when the learned meddle with them. The only true principle in dealing with words is to take them as they are pronounced, and so to write each word as to represent, as nearly as is convenient, its spoken sound. As Professor Skeat puts it: 'It is constantly being forgotten that our spelling was phonetic *once*, and is based upon phonetic principles; and no great harm came to it till the pedants took it in hand.' In this deliverance there is both encourage-

ment and warning for all Spelling Reformers.

The chapter entitled 'Some Useful Canons' repeats the rules already given in the preface to the veteran scholar's *Etymological Dictionary*. They are stated in a form which can be readily grasped and applied by young pupils, who should be trained from the beginning to try to account for the *whole* of a word, not a portion only, and also to distrust casual resemblances between unrelated words. As a matter of fact, the mistaken etymologies of which we hear so much seldom originate in the schoolroom, and they need not flourish there if our author's canons are borne in mind. Yet these errors have long lives, and die hard; 'an uncontrolled and injudicious desire to adopt plausible analogies will always attract light and self-satisfied minds.' Which, being interpreted, means that false etymologies will find currency so long as human nature endures.

W. B.

## HOLIDAY COURSES: DELEGATES' REPORT.

### PART I.

#### SUMMARY OF THE PRINCIPAL FEATURES OF CERTAIN HOLIDAY COURSES, FOR THE INFORMATION OF TEACHERS AND STUDENTS.

*Bayeux*.—A small Course, practically all English students.

*Boulogne*.—Well organized Course. Excellent opportunities for serious students. Groups carefully arranged under various professors for prac-

tical work, conversation, discussions, grammar. Good lectures; but little use made of phonetic symbols.

Phonetics suitable for those already having a *good practical knowledge of the subject*. No sound-drill or phonetic dictation. English atmosphere apt to predominate in the surroundings and town generally.

*Caen*.—Course well organized. First-rate lectures, debates, and discussions. *Excellent teaching of composition and conversation* (small groups).

Phonetics good for those having a knowledge of the subject. No sound-drill or dictation (phonetic).

*Deauville*.—Course suited to students already fairly proficient. Good lectures on literature and topical subjects. *Strong French atmosphere*. Special opportunities for speaking French. Good modern library at the disposal of the students. Pleasant quarters in one of two good houses owned and managed by M. and Mme. Delbost.

*Honfleur*.—Course suited to less advanced students. Good practical teaching for elementary students in grammar, composition, and conversation.

*Lisieux*.—Small Course. Family life (chiefly in Director's house). Strong French atmosphere. Excellent opportunities for French speaking and individual attention. Good teaching and lectures.

*Paris (Alliance Française)*.—Course suited to advanced students only. First-rate lectures on literature, historical grammar, diction, phonetics; but little opportunity for practical work of any kind. Groups too large. Individual attention impossible. Cosmopolitan atmosphere.

*Paris (Guilde Internationale)*.—Interesting lectures, good opportunity for practical work, written and spoken. Special attention to phonetics. Daily instruction. Sound-drill, dictation, reading, and the learning by heart of prose and poetry. Singing in class.

*Paris (Institut Schweizer)*.—Small Course. Good lectures. Good prac-

tical work, written and spoken. Atmosphere largely German.

*Rouen*.—Small Course. Much individual attention. Careful teaching of conversation and written work. Good lectures.

*Versailles*.—Delightful quarters in the various *Pavillons du Lycée de Jeunes Filles*. A light Course. Individual attention and instruction good. Lectures interesting.

The symbols of the International Phonetic Association are used where nothing to the contrary is stated.

## PART II.

### WHY HOLIDAY COURSES ARE NOT MORE USEFUL.

#### SUGGESTED REASONS.

FROM the preceding Report, it is evident that a very great deal is done to make these Holiday Courses really useful to foreign students. In every case the sincere desire of the Director is that the Courses shall be useful to the foreigner—shall offer him what he requires. Much thought is given to the organization, the different requirements are carefully considered, and it must be acknowledged that though each Course has its own special feature (or features), which makes it more suitable for this or that student, there is something for everybody everywhere. At one place it is the practical work for elementary students (as at Honfleur); at another it is the individual attention possible (as at Rouen); at others it is the opportunity for French conversation (in the true sense of the word), as

at Deauville, Lisieux ; at others, again, as at Caen and Boulogne, Composition and Debate are brilliantly treated and lectures are of a high order ; at Versailles it is the environment and charming quarters ; at Paris, the advanced character of the Course altogether—the treatment of Literature, Historical Grammar, Phonetics.

The lecturers, of course, vary considerably in scholarly ability ; they vary even at the same Course, at different periods of that Course. (It not infrequently happens that the more scholarly lectures are crowded into the first few days or week of a Course, at a time when the majority of the English students are barely able to follow, far less appreciate style.)\*

Why, then, is it that so many English students attend these Courses with such comparatively little profit? How is it that after all these excellent lectures, these well-organized practical classes, he returns so little improved by his stay, his pronunciation and speech, except for a little added fluency, so unchanged in character, so unmistakably English both in construction and intonation?

The causes of this apparent failure seem to be mainly *three* :

1. The shortness of time, students staying sometimes only two weeks.

2. The attitude and aptitude of the *average* English student.

\* This arrangement is no doubt due to the fact that the particular Professor would be absent on his own holiday after a certain date.

3. The extraordinarily easy contentment of the Professors in the matter of correction, whenever it is not a question of *written* work.

1. The shortness of time, even when the Course lasts four weeks, constitutes a real difficulty, and the question at once arises, Is too much expected of these little excursions into a foreign country? Is too much not attempted in this limited time? In the desire to meet the requirements of all, does not the programme tend to become overweighted, and so split up the energies of students?

Even at Boulogne, where individual requirements are especially considered, this difficulty of getting everything in is strongly felt, and the Professors, or rather the Director, is baffled by the question what to leave out. Literature, Composition, Translation, Dictation, Grammar, Conversation, Phonetics, are all asked for. Which of them can he afford to dispense with? Would it be better if each Course laid itself out especially for two or three of these different subjects only, so that students could more easily concentrate their efforts?

2. The attitude and aptitude of English students, too, is a very important question, and one which is prominently noticeable in the larger Courses, where various nationalities are represented.

The Germans, Dutch, Austrians, and Slavonic races in general not only come so much better prepared, so much better able to take advantage of the opportunities offered,

but they come with such a different aim and determination.

Of course there are our University students working, perhaps, for a Modern Language Degree ; there are, here and there, teachers who really take the Course seriously, and mean to get out of it all they can, both in and out of lecture time. These make very considerable progress, both in their knowledge of French literature and in their power and style of writing, though, in their keenness to get on, they often overwork. But do these instances represent the average Holiday Course student ?

No ; the average English person who attends these Courses, even though he be a teacher of Modern Languages, feeling rather virtuous at giving up his holiday to 'do French,' or thinking to combine a little duty with a pleasant little trip abroad at rather less than ordinary cost, thinks he has done all that can be expected of him if he puts in an appearance at the classes for a couple of hours in the morning, and that the rest of the day he is entitled to amuse himself as he likes. He naturally prefers the society of his compatriots even at table, and so cuts himself off from the opportunities for French speaking so eagerly sought and embraced by his Teutonic (and other) cousins. In some cases, where the choice is left to himself, he deliberately chooses a *pension* where only English are known to stay. Consequently, except during his classes and lectures or in the few

*pensions* where only one English person is received, he practically lives in an entirely English atmosphere.

Add to this that as a rule he is not anything like so well prepared as his Continental cousins ; that he is not able to converse nor even to understand as easily at first ; that most of the early lectures, in consequence, flow over his devoted, but uncomprehending, head, leaving comparatively little impression, is it to be wondered at that the Course only becomes useful to him during his last days, and that he comes home with a superficial smattering and fluency that do not long outlive his return ? If he has done the set written work with any degree of regularity, he will probably have gained considerably in the power of expressing himself on paper ; he will better understand grammatical rules, in practice, than he did before. But who is it that hands in written work regularly at the lessons on Composition or even Translation ? Is it the average English student ? No ; it is the German, the Dutchman.

3. But perhaps the most important of the above suggested reasons for disappointing results is the low standard of pronunciation which seems to satisfy the Professors, for this it is that hits the serious student.

Whether it is that the French Professor is so strongly imbued with the belief that no English person can ever possibly speak French otherwise than in the English manner, or whether it is that his

natural politeness prevents him from being too exacting, certain it is that his standard rarely goes higher than 'à peu près: c'est à peu près cela.' If the student's effort to produce a sound is not atrociously bad, it is accepted with 'bien'; and the desire to be polite, and perhaps also an undue desire to be encouraging, lead to many an undeserved '*très bien*,' and even '*parfait*.' (The expression 'undue' is more than justified in the case of serious students, for these would welcome a more definite and honest criticism.) The Professor, as a rule, does not seem to take this kind of correction at all seriously. When he has repeated the unknown or wrongly pronounced sound some five or six times, and the student still fails to produce it, not understanding wherein the fault lies, not detecting or recognizing the difference, he gives up the attempt and passes on.

In most cases, even where phonetic methods are in use, imitation is far too much relied upon; and for English ears and English tongues this kind of instruction is *not* definite enough.

But, with one or two exceptions, the weak point of the phonetic teaching is that the Professors, together with an extremely limited and insufficient knowledge, have an unsound conception of the subject and its treatment. Intonation is too often taught *before* the articulation of sounds, and in many cases energy is concentrated on teaching phonetic symbols, while the sounds are left to take care of themselves, and constant confusion is caused by the promiscuous use of sound-symbols and letter-names together.

In conclusion, students are strongly advised to prepare themselves more seriously for the Courses before going to them. This applies especially to phonetics. Some knowledge of sound-production is absolutely essential if time is not to be wasted. Secondly, they are recommended to concentrate their attention on two or three classes, and do the work for those classes thoroughly.

Above all, they should be more willing to avail themselves of every opportunity of associating with French people and living as much as possible in a French atmosphere.

## DISCUSSION COLUMN.

### WHAT COMMAND OF ENGLISH SHOULD A CHILD POSSESS BEFORE BEGINNING THE STUDY OF A FOREIGN LANGUAGE?

It has been a matter of surprise to me, and also of disappointment, that this subject has attracted so little attention and almost no discussion; yet it raises one of the most important of all questions of method, on whose answer indeed practically everything depends.

Of course only school teachers have the experience which would enable one to speak with authority on a question of this sort; but even without experience of teaching in school I have gathered a good many observations, which have forced me to form very decided opinions in this

direction. This is hardly the place to attempt the proof of their correctness (of which, naturally, I am superlatively confident!), but their mere statement in a short form will probably excite a good deal of opposition, which might well be the foundation of further interesting and instructive discussion. My answer to the above question, then, is this: No pupil should begin to learn a foreign language until he has a very considerable command of his mother-tongue; such a command as is certainly not obtained at earliest before the twelfth year, and in average instances probably not before the thirteenth or fourteenth year.

The only excuse for teaching very young children a foreign language is that they have not yet formed strong linguistic habits in their native language; but this excuse, which in the eyes of the superficial observer justifies everything, is really the condemnation of the whole procedure.

A child of six or seven, or even eight years, who is started on a foreign language, has not yet learnt his own (a fact which seems often to be forgotten). He is just beginning his school education, with its gradual introduction to new subjects and new experiences. All that is new in these surroundings means for the child fresh demands on his linguistic faculty, the learning of a new vocabulary, and its employment. This is one of those obvious things which we forget because they *are* so obvious; yet we have only to reflect for a moment to see that the mere linguistic effort in acquiring its own language made by a child between the age of, say, six and twelve years, must be a very considerable one, must, indeed, be a very large item in the intellectual expenses, so to speak, of his life. The effort is, indeed, very costly to some children; witness their progress in English composition. And yet we do not hesitate to start people who cannot express themselves with any ease in their mother-tongue on the task of learning a foreign language—on the specious ground that they're young and have not yet acquired their own!

One of two things must happen: the child either acquires both languages concurrently, or does not acquire the foreign one at all. In the first case, unless in exceptionally gifted cases, the languages influence each other in a way which is usually fatal to perfect command over both.

Do these things not come out clearly in school practice? I have often myself had opportunity to notice that the children of foreigners settled among us have a very inferior command of English, even when they have learnt very little of the language of their parents. I have known the children of German parents whose English was execrable, while their German was no better than that ordinarily learnt by English pupils. Such people often speak both English and German with an equally foreign accent! I have also noticed the same thing in an English boy who received his first education in Germany, and then was brought back to England. Children who have foreign governesses learn the foreign language very incorrectly, and forget it with marvellous rapidity, so far as my experience goes. Even when they keep up the foreign language I notice that as College students they have generally formed slipshod habits which are excessively hard to eradicate, because they date so far back. It is of course a well-known fact that if a person knows two languages they tend to influence one another perniciously. This tendency is necessarily much stronger in the case of children, who cannot be expected to have the conscious critical power and energy of will which is necessary to resist this interreaction of two forms of speech. Of course a child of more than average linguistic ability may learn two languages concurrently as a means of every-day expression, without obviously suffering in his command of one or both. But such cases are, I believe, very rare—very much more so than is usually supposed, and personally I suspect that even when, in the linguistic sense, no harm is done, much harm may be done in other ways, by

developing the linguistic faculty to an extent out of all proportion to the development of other, and really more important, faculties. In any case, it would be very wrong to argue from exceptional cases, let us say those of Gibbon or Conrad Ferdinand Meyer, that bilinguality is not incompatible with a perfect command over the mother-tongue, even for literary purposes, and with general all round intellectual development. Such cases cannot be used to prove that concurrent education in two languages at an early age is a good thing. There is, for one thing, an obvious difficulty in reproducing at school the conditions under which such exceptional cases arise.

We have, I think, to recognize two things: Firstly, that the effort of linguistic acquisition in learning the mother-tongue at an early age is so great that it is really a shame to lay any further burden of this sort on young children; and secondly, that the demands made on the linguistic faculty by a modern *Kultursprache* are so extensive, that it is only barely possible for a linguistically averagely gifted person to respond to them satisfactorily. The corollary to the latter proposition is, of course, that the average person (in this sense) who tries to learn a foreign language is only sacrificing a part of his command over his mother-tongue without getting any substantial benefit in return.

A great deal of attention is devoted to the processes of learning foreign languages; not much has been devoted to the processes of learning our own tongue during the years under discussion. That is a problem which must be attacked and solved. The English teacher who has had his pupils under observation during these years ought to be consulted before a child is started on a foreign language. He ought to know, after a sufficient lapse of time, whether the linguistic talents of a child are such as to render it worth while for it to begin the study of a foreign language with a view to its practical acquisition.

If, for instance, at twelve years of age, a child still has no fluency in expressing itself in English, it ought to be obvious that it is not a fit subject for training in French or German.

Again, if children between six and twelve received all their linguistic training in English, that training could, through the gain in time, be made much more intensive than it now is during these years. It could be made of such a character that the pupil would be really well prepared to learn a foreign idiom, and able to approach foreign languages with a method and habits of acquisition all the more valuable because they had been formed and exercised in the mother-tongue. If such training included proper phonetical exercises it would be an easy matter to preserve to a later date that elasticity of the organs of speech which is generally advanced as the chief reason for teaching foreign languages to the very young.

The gains of deferring the start in foreign tongues to the later date (twelfth to fourteenth year) would be these, among others:

1. People who are unfitted to learn foreign languages by nature (there are such, just as there are quite unmusical people) would escape them entirely. This would dispose of the complaints about 'useless Latin,' among other things.

2. All pupils would gain by a much more intensive training in English at the time of life when such training is most necessary and likely to take effect. This would very soon dispose of the complaints about 'bad English.'

3. Foreign language teachers (both modern and classical) would have a much better prepared and properly matured (if I may so express it) material to work on.

4. The proper co-ordination between linguistic studies (English first, the others *angegliedert* in a rational order) would be attained.

I can see others, but this should be enough for the present.

R. A. WILLIAMS.

## CHAIRS OF FRENCH AT LONDON UNIVERSITY.

LAST year all those interested in the teaching of Modern Languages heard with pleasure that the L.C.C. had endowed two Chairs of Modern French at London University. Within the last few weeks they have learnt with astonishment and disappointment that both these posts have been attributed to Frenchmen, brought over specially from Paris. Is this the way that London University hopes to encourage its students to take up Modern Languages? Is this the way it considers that money provided from the rates of our capital city should be spent? Does the Advisory Board mean to say that no Englishmen capable of holding these Chairs were to be found? And, if so, does not that show that our present system of employing foreign professors is a mistake, since it has so far not produced efficient English teachers?

We think attention should be drawn to the way in which these appointments were made. Let us for the moment confine ourselves to that which most nearly concerns readers of this journal—viz., the Chair of Modern French Literature.

A Board of Advisers was constituted, consisting of Dr. Herringham (chairman), Professors Ker and Robertson, and, as outsiders especially competent in the matter of French, Sir Sidney Lee and Mr. Edmund Gosse. To these were added, as expert adviser, M. Lanson, of Paris University—that is to say, that the University of London could not get together a committee of selection without calling in a foreigner! When would Paris or Berlin have admitted their inefficiency and their inferiority by asking English advice in such a matter? It is enough to make us the laughing-stock of all the universities of the world. It is curious, too, to note that not one of the French professors connected with London was invited to assist in the choice of the new professor; it would be very interesting to know why.

The vacancy was not advertised; but the advisers collected, in an unofficial

manner, information as to any Englishmen who might have pretensions to the post. One would like to know whether the names of any Englishmen were submitted to M. Lanson when he came over to give his advice to the Board; what is certain is that he put forward the names of three candidates, all Frenchmen; and, in the end, one of these, M. Lanson's former pupil and present friend, M. Rudler, was appointed. M. Rudler is approaching middle age, he has passed his life in secondary teaching in France, he is at present a master in a Paris *lycée*, and he cannot speak English.

We do not deny M. Rudler's merits; we know his *Jeunesse de Benjamin Constant* as a work of conscientious erudition; but we maintain that a professor who knows practically no English cannot get in proper touch with his students; that no English teacher would have thus been promoted from secondary to university teaching; that it is an injustice to give Chairs in England to foreigners while foreign universities are absolutely closed to non-natives; and that, so long as our highest posts are reserved for foreigners, it is ridiculous for our universities to hope to attract our best students to the study of Modern Languages.

We shall be curious to learn whether the two professors lately appointed at London are to be 'lent' by the French Government, thus continuing on the staff of their own university and qualifying for a pension in both countries. This has been done before, and we imagine that, if no objection is made, it will be done in this case.

We are glad to note that the *Times Educational Supplement* for March 4 contained a letter on this subject from Dr. F. A. Hedgecock; we draw the attention of our readers to the arguments there employed against the present system which the writer qualifies as 'illogical, unfair, and inefficient.' When shall we have a national, homogeneous system of teaching Modern Languages in our schools and universities?

When shall we *train* native teachers as they are trained on the Continent? When shall we adopt the French and German rule that none but natives or naturalized

foreigners speaking and knowing our language efficiently may hold posts in any school or university receiving help from public funds?

## EXAMINATIONS.

### LONDON UNIVERSITY.

Our attention has once more been drawn to what is nothing short of a scandal in connection with the B.A. Honours Examinations in Modern Languages in the University of London. The scandal lies in the inequality of treatment accorded to Internal and External candidates. For the Internal candidate the examination is a 'soft' thing compared with the ordeal which the External has to undergo. The whole thing is detrimental to the best interests of Modern Language teaching, and deserves the serious attention of the Modern Language Association. If the External examinations should be abolished, abolish them by all means, but so long as External candidates are invited to come and pay fees they should be treated with strict fairness. The results mentioned below are due to the overweighted syllabus for Externals, who have to take *two* languages and literatures, while the Internals have only *one* plus a subsidiary subject (pass standard). They may also be due to either the unfair rigour of the French External Examiners or to the leniency of the Internal Examiners. The following figures in the recent External results are noteworthy:

	No. of Cand.	First.	Second.	Third.	Failures.
Modern					
Lang.	113	1	25	47	40
Classics	20	2	4	10	4
Philoso-					
phy -	7	1	3	2	1
History	17	2	9	6	0

Compare the above with the Internal results: Eight firsts out of 60 candidates in English, 3 or 4 out of 9 in German, and 6 or more out of 33 in French.

For 1913 the syllabus of special studies in French is a remarkable one. There are ten works to be studied, of which *six* are

works of criticism, useless to the candidate unless he have a first-hand acquaintance with the literature. These six are: H. Taine, *Sa Vie*, etc.; J. Texte, *Etudes de Littérature européenne*; Brunetière, *L'Évolution des Genres*; G. Paris, *Légendes du Moyen Âge*; A. France, *Vie Littéraire*, vol. i.; Jules Lemaitre, *Racine*. There are also three long works in Old French. The syllabus in English and German is similar, but less weighted with works of criticism. The syllabus for Internal students is the same, but, as we have said, they have only one compulsory language instead of two, plus a subsidiary pass subject, which may be History or Philosophy. Besides, it is said that the Internal students seldom read the whole or even the major part of the prescribed texts. In these days, when the maximum of success is sought with a minimum of effort, there is no doubt that laxity or leniency on the part of a professor or examiner is bound to make his subject popular. It may be perhaps asserted that the mental calibre of the External candidate is lower than that of the Internal. We believe that the contrary is the case.

### VARIOUS.

In January, 1911, the Modern Language Association published a very valuable series of recommendations relative to external examinations for schools. It is gratifying to note that, on the whole, the examination papers before us show the influence of this report.

Those of the *Central Welsh Board* (July, 1912) show a marked improvement as compared with what they have been on some previous occasions; and the regulation which permits a school to submit its own syllabus, and be examined on it according to its own principles, merits special atten-

tion, provided always that this liberty does not degenerate into licence, which is not likely to occur in well-inspected schools.

One criticism may be made. In some of the papers the subjects for free composition take this form:

'(ii.) A noisy pupil: how he comes into the classroom, what he does in it, how he leaves it, and the consequences.'

Alternatives are given, but the number of such alternatives—those which provide adequate material for composition—are somewhat limited, and can be foreseen by the intelligent teacher; it then becomes necessary to fall back upon the unfamiliar.

Much simpler, and more effective for its purpose, is the method adopted by some other examining bodies of having a story with a well-marked plot read twice to the candidates, who have for reference the bare untranslatable heads. It is better that the story should be in English, the immediate object being to provide material for composition. To read it in the foreign language is to confuse two tests—one of ability to understand the foreign language when spoken, and the other of ability to express oneself in it, two entirely different things, that should, in fairness to the candidates, be tested separately.

Those responsible for the *Cambridge Local Papers* are in general agreement with the principles laid down in the Modern Language Association's recommendations. The present papers (July, 1912) show a vast improvement upon the general type of those in the past, and we are glad to publish the fact. There is, however, one curious lapse in the senior grammar paper:

'A. 3. Explain fully the concord of the participles in the following sentences.'

Here we get back to the bad old practice of making grammar an examination subject for its own sake: testing knowledge of grammar instead of ability to use the knowledge. It would be better to omit

the grammar test altogether in the senior examination. This is one of the recommendations of the Modern Language Association. It suggests the following senior tests: (1) Reading aloud; (2) conversation, preferably on an approved book; (3) free composition and translation from English; (4) dictation; (5) translation into English; (6) set book optional, and to be chosen by the school, with the approval of the examining body. These tests are surely quite sufficient.

In the *Cambridge Higher Local* there is only one direct question on grammar; the other questions 'require the application rather than the mere statement of grammatical knowledge,' to quote the Modern Language Association's recommendations. But why is the Higher Local Paper not set in the foreign language itself?

In the *Oxford and Cambridge Higher Certificate* occurs the following:

'Illustrate by means of French sentences the use of the pronouns *ce*, *cela*, *celui*, *celui-là*.'

This is hopeless. It is quite possible for a good candidate to forget one or more of the uses of *ce*, *cela*, when thus directly asked for them, and yet in writing or speaking to use each correctly in all possible contexts. It is only fair to add that there is an alternative to the paper in which the above occurs.

The *Lower Certificate Papers* are not among those submitted to us; we shall hope to say something of them later. The same applies to the *Oxford Locals*.

We note with regret that in the French paper of the Joint Matriculation of the *Universities of Manchester, Liverpool, Leeds, and Sheffield* there is no free composition. This is a very serious omission. Free composition should be allowed as an alternative or an addition. Not to allow it savours strongly of an attempt to compel the schools to lay upon translation a stress which some of them do not approve.

## CORRESPONDENCE.

## ALPHABET REFORM.

I notice that you sometimes allow the inexperienced tyro to ask the advice of the expert teachers of language who form the bulk of your readers. It happens that necessity has compelled me to master—to the best of my capacity—the following modifications of European writing: (1) the A.P.I. script; (2) the S.S.S. script; (3) the script of the Geneva Oriental Congress of 1894; (4) the Rev. J. Knowles' adaptation of the Pitman script; (5) the various scripts used by contributors to the Survey of Indian Languages. All these are quite good as far as they go, and all, being products of human fallibility, are obviously incomplete. For instance, the A.P.I. alphabet, the most ambitious of all, does not distinguish between the so-called 'dental' and 'cerebral' consonants of Indian languages. All these scripts can be used for recording English sounds, and (1) and (2) are already so used. Thus No. 3 alphabet would write the sentence 'Where are you going to, my pretty maid?' as 'We<sup>a</sup> a yū gōing tū, mai prttī mēd?' Meanwhile, we have to go on teaching the traditional 'spelling' of all the languages that have a script of their own, so that the chief advantage we get from the study of all these artificial scripts is that we (perhaps) more consciously and carefully analyse spoken sounds. Whether it is an advantage to make this conscious analysis instead of learning 'by ear,' it is for experts to say. There is a risk that we may attach an exaggerated importance to the sound of syllables taken separately, instead of acquiring the phrasal stress and tone which mark the native's proficiency in his own

speech—the characteristic sound which stamps the Frenchman's or the German's talk even when we are too far from the speaker to hear the vowels at all, the ultimate shibboleth.

I make these suggestions diffidently, and hasten to a small practical proposal. Will not someone kindly found an A.E.I. Society for the benefit of English people? Here is a small, easy, but not unimportant reform. Can we not alter the *names* of the English vowels? According to the present names, 'spelling' aloud is a perpetual puzzle to children with logical minds and correct ears. Might we not give A, E, I, O, U the names they bear in Italian? That reform would not involve any typographical changes. We English seem to be alone among humans in calling A 'E,' and E 'I,' and I 'AI,' and U 'YU.' The French have managed to alter the names they give their letters. Might we not, as a first step, alter the names of our five vowels? If we can do that, we might proceed to other reforms.

At Clermont-Ferrand, facing Pascal's house, is a *rue Onslow*. But Onslow is an English name, and *Festina lente* is not a bad motto for Englishmen to follow. 'Quia manda, remanda; manda remanda; expecta reexpecta, expecta reexpecta; modicum ibi, modicum ibi. In loquela enim labii, et lingua altera loquetur ad populum istum.' Lead English people to rename their vowels, and they may then surprise you by demanding further 'reforms' of their own accord. Do not let us forget that in England even methods of taxation can only be altered by making them matters of party loyalty and passion.

A. E. I.

## FROM HERE AND THERE.

MR. G. F. BRIDGE, the Honorary Secretary of the Modern Language Association, was married on March 6 last at Trinity Church, Hampstead, to Miss C. F. E. Anderson. A small committee, consisting

of Messrs. J. G. Anderson, Cloudesley Brereton, H. L. Hutton, De V. Payen-Payne, A. A. Somerville, F. Storr, and A. E. Twentyman, was formed, to collect contributions from members and to

present him with a small token of their appreciation of his services to the Association. A cheque for £25 14s. 6d. has been sent to him, to which the following members contributed: Mr. R. H. Allpress, Miss L. H. Althaus, Mr. J. G. Anderson, Mr. M. P. Andrews, Miss C. R. Ash, Mr. H. W. Atkinson, Miss Nora Atkinson, Miss E. Backhouse, Mr. S. Barlet, Mr. R. R. N. Baron, Miss F. M. S. Batchelor, Mr. A. Christopher Benson, Prof. L. M. Brandin, Mr. Cloudeley Brereton, Prof. K. Breul, Prof. H. Chate-lain, Mr. L. Chouville, Mr. H. M. Cruttwell, Miss Ellen Dale, Mrs. H. G. Dane, Prof. H. G. Fiedler, the Lord Fitzmaurice, Mr. J. H. Flather, Miss R. E. Fowler, Mr. W. P. Fuller, Mr. N. L. Hallows, Miss M. L. Hart, Mr. C. F. Herdeuer, Mr. W. Hugh, Mr. H. L. Hutton, Mrs. Ife, Mr. P. B. Ingham, Mr. E. Janau, Mr. V. E. Kastner, Miss F. C. Johnson, Mr. C. D. Linnell, Mr. W. G. Lipscomb, Miss C. Loveday, Dr. Reginald W. Macan, Rev. Dr. Macgowan, Mr. J. E. Mansion, Mr. H. Nicholson, Mr. P. E. Matheson, Prof. E. L. Milner-Barry, Mr. J. L. Moore, Mr. J. S. Norman, Mr. H. O'Grady, Miss V. Partington, Mr. de V. Payen-Payne, Mr. A. T. Pollard, Mr. H. W. Preston, Prof. Walter Rippmann, Mr. O. T. Robert, Prof. J. G. Robertson, Mr. W. Rolleston, Dr. M. E. Sadler, Miss E. H. de Sausmarez, Prof. D. L. Savory, Miss C. F. Shearson, Mr. S. G. Simpson, Mr. A. A. Somerville, Dr. F. Spencer, Prof. V. Spiers, Mr. F. Storr, Mr. A. E. Twentyman, Miss S. R. Webster, Prof. E. Weekley, Mr. J. D. Whyte, Prof. K. Wichmann, Mr. F. W. Widdowson, Mr. F. W. Wilson, Sir Hubert Jerningham, Mr. F. B. Kirkman, Mr. L. Von Glehn.



Some surprise has been expressed in educational circles at the recent statement of the French Ambassador in which he decries and throws much cold water on the direct method and all that it connotes. We are not in the least surprised. M. Cambon can hardly have personal knowledge of the matter, and the explanation

can probably be traced to the influence of *milieu*. The direct method and phonetics will flourish in spite of such reactionary pronouncements or the dead-weight of obscurantism. Anyone who knows secondary schools where phonetics and the direct method are intelligently used must admit the enormous progress which has been made in speaking French in recent years, and which presents a marked contrast to the farcical state of things which obtained twenty years ago under the old style of French teacher.



The following paragraph, taken from a recent issue of the *British Weekly*, should interest those who approve of the exchange of children. In Ireland the Swiss boys and girls will get a better idea of the possibilities of English as a spoken language than they would from a holiday sojourn in Cockneydom:

'Irish secondary schools are beginning to realize the futility of a Modern Language instruction which does not enable pupils to understand the spoken language, and to speak it with ease themselves. Mr. John W. Leebody, Hon. Sec. of the Tyrone Protestant Board of Education, gave interesting particulars in the Press last week of an experiment about to be made by Dungannon Royal School. The school authorities, having learned that Swiss parents are anxious that their children should learn English colloquially, are arranging a system of exchange whereby Dungannon boys and girls will be sent to Switzerland for the summer holidays, and boys and girls from Switzerland will be received into Dungannon homes and to the benefits of the Royal School from Easter to June. The proposal has met with hearty support in Dungannon, and a considerable number of travelling scholarships have been promised by the Tyrone Board and by old boys of the Royal School.'



At BALLIOL COLLEGE, OXFORD, Mr. F. B. Bourdillon, B.A., has been appointed Lecturer in Modern Languages. Mr.

Bourdillon took a first class in the Final Honour School of Modern Languages (French) in 1905.



At JESUS COLLEGE, OXFORD, H. M. Brierley, Royal Grammar School, Worcester, has been elected to an open exhibition in Modern Languages.



At UNIVERSITY COLLEGE, DUBLIN, a special prize of £100 for 'distinguished answering' has been awarded to Miss E. Deane.



At UNIVERSITY COLLEGE, LONDON, M. Paul Joseph Mantoux, D.és-L., Paris, has been appointed Professor of Modern French History and Institutions. This Professorship has been established and endowed by an additional grant recently made to the University by the London County Council. Dr. Mantoux is now Professor at the Collège Chaptal and at the École des Hautes Études Commerciales. His published works include *La Crise du Trade Unionisme*, *La Révolution industrielle au XVIII<sup>e</sup> Siècle*, and *A travers l'Angleterre contemporaine*. His work will be mainly carried on at the London School of Economics and at University College.



FOREIGN STUDENTS AT FRENCH UNIVERSITIES.—According to a recent regulation issued by the Minister of Public Instruction in France, all students of foreign nationality who wish to pursue their studies in French Universities with a view to obtaining the Licence or Doctorate in Law, the Licence in Science or in Letters, or the Doctorate of the University in Medicine, must produce, in the original, diplomas or certificates awarded to them by the Universities or other institutions where they have pursued their studies and passed their examinations. These documents, which must be accompanied by a translation by a certified translator (*traducteur juré*), will be viséd and certified either by the Consul-General

of France in the student's native country or by one of the representatives of that country accredited to France.



The library of the late Professor SKEAT has been presented by his widow to King's College, London. It will be remembered that Professor Skeat was educated at King's College School, and was a Fellow of the College. It is to be associated with the library of the late Dr. Furnivall, and to form a departmental library under the care of the Professor of English.



BAYERISCHE LEITSCHRIFT FÜR REALSCHULWESEN.—Our readers may be interested in this publication, edited by Theodor Prosiegel and published by G. R. Oldenbourg, Munich. It contains reviews of books and short accounts of articles in German, French, and English reviews. MODERN LANGUAGE TEACHING is referred to frequently.



WINCHESTER HIGH SCHOOL.—At the last meeting of the *Cercle Français*, Mademoiselle Mion read an interesting paper on the history of the famous French Palace of Fontainebleau, illustrated by numerous lantern slides. She traced its history from its foundation by Louis VII., who in 1169 added a chapel and named Thomas à Becket its first chaplain. When the King was in residence the chaplains received four loaves a day, twopence for their food, and candles for their illumination. Nearly every King of France after that time visited, improved, or disfigured Fontainebleau. The magnificence of Fontainebleau, however, dates from François I., who imprinted the glory of the Renaissance on the Palace, and who called Da Vinci to his side. At the age of seventy the artist created the *Joconde*, little guessing that the picture would for ages become world-famous, and then be lost ingloriously in the twentieth century. Louis XIV. loved Fontainebleau, and knew better than any King how to enjoy himself there, surrounded by his brilliant

Court. Plays and tournaments succeeded each other. Molière acted there, and Corneille's plays were appreciated, but this period was the high-water mark of the French monarchy. The decline followed all too soon. When Rousseau's play, 'Le Devin du Village,' was acted there in 1752, before Louis XV., things had changed, for instead of courting the King's favour he ran away to avoid being presented, and thereby lost his pension. Marie Antoinette's bedroom is still shown, but Versailles was her favourite palace. The Revolution, by some miracle, overlooked Fontainebleau, which was left to fall into disrepair till Napoleon came. Splendour always attracted him, and when he became Emperor, Fontainebleau once more became famous. The table on which he signed his abdication is still shown to visitors. The lecturer ended with a splendid description of Napoleon's farewell to his famous Guard in the Court, now called 'Cour des Adieux,' when he knew that his fate was Elba. He came slowly down the steps, escorted by one faithful Marshal of France, and then, at the foot of the stairs, for the last time, he reviewed his Old Guard and bade them farewell. Fontainebleau had never seen a more moving sight, nor heard more touching words. After the lecture hearty thanks, in French, were offered by various members of the *Cercle* to Mlle. Mion for her instructive and interesting lecture.



At PEMBROKE COLLEGE, OXFORD, the following elections have been made to scholarships of £80 on the foundation of King Charles I. (awarded for Modern

Languages): (1) Philip B. Bass, United Services College, Windsor; (2) Bernard Yandell, Victoria College, Jersey.



At UNIVERSITY COLLEGE, LONDON, the L. H. Rothschild Prize for French has been divided between Miss E. C. Halket and Miss M. R. Nation.



TOUR IN GERMANY.—Mr. W. Koch, of King's College School, Wimbledon, is making arrangements for a third educational tour to Germany and would like to hear *at once* from anyone wishing to join his party. The party will leave London on April 11, and stay in the Rhine district for about three weeks. Godesberg will again be the headquarters, and Professor O. Kühne, Headmaster of the Pädagogium, and several old boys of that school have volunteered to help in showing some sides of German life not usually seen by the ordinary tourist. In the mornings there will be German lessons, folk-songs, and lectures about Germany. The afternoons will be devoted to excursions. Arrangements have been made for visits to places at some distance, such as Solingen-Remscheid, Cologne, and Frankfort.



EXCHANGE.—The Lecturer in English at the UNIVERSITY OF LEIPZIG wishes to find an English family which would receive, *au pair*, a young German, aged twenty-one, during August and September. Apply to—

G. Waterhouse, Esq.,  
Plagwitzstrasse,  
27<sup>th</sup>, Leipzig.

## REVIEWS.

*The Winter's Tale.* Edited by F. W. MOORMAN. The Arden Shakespeare. Pp. xxxiii + 125. Price 2s. 6d. net. Messrs. Methuen. 1912.

This is an admirable volume of an excellent series—perhaps the best and most scholarly of all cheap editions of Shakespeare. Professor Moorman's name is in

itself a guarantee that notes, treatment of sources, and textual criticism are all that they should be. In view of the recent representation at the Savoy, Professor Moorman's insistence on the importance of the oracle-*motif* and of the influence of Greek romances is particularly interesting. We think Mr. Ainley's interpreta-

tion of Leontes would have helped him to solve the problem of the King's insane jealousy. Nor does the explanation of Hermione's conduct ring very true. But these are slight blemishes on a most suggestive and interesting introduction to the play.

*Studies and Appreciations.* By DARRELL FIGGIS. Pp. 258. Price 5s. net. Messrs. Dent. 1912.

On the whole, these essays will prove disappointing to those who enjoyed the same author's study of Shakespeare. They seem disconnected and to have none of the underlying unity of thought which would explain their appearance in volume form. It is not easy to discern the 'definite and articulate' aim which they are said to serve. Mr. Figgis rightly calls his criticisms 'Appreciations.' It is his chief merit to enjoy unfeignedly the books that he is discussing. But he leaves us too often with no clear notion of his judgment upon them and always without any means of determining how that judgment has been formed. It is all very tentative and elusive; but the criticism is not convincing. Yet the book is worth reading, if only because it does really endeavour to interpret the authors with which it deals rather than to impose upon us the critic's own personality and opinions. The paper on 'Falstaff's Nose' is exceptional in that it forms a very definite and convincing attack on one of Theobald's most generally accepted emendations. But those who like to read books about books will find many other things here to send them back hot-foot to the originals.

*The Cambridge Historical Readers.* Edited by G. F. BOSWORTH. Five volumes: I., Introductory; II., Primary; III., Junior; IV., Intermediate; V., Senior. Coloured frontispiece and many illustrations. Pp. 155 to 266. Price 1s to 1s. 6d. Cambridge University Press.

We have nothing but praise for this excellent series, and seriously envy the lot of the modern scholar. The illustrations are numerous and good, and the letterpress leaves nothing to be desired. The Introductory volume deals with stories of

Greece and Rome, and the Primary with stories of British History. Both are in large clear type. The three remaining volumes deal with British History on the concentric plan and are correlated with Geography.

*The Parisian French Course.* By E. BOURDACHE. First Year. Pp. 159. Price 2s. Relfe. 1911.

This is a first course on reform lines, illustrated with the Hölzel pictures of the four seasons and many other engravings. It contains forty-four lessons, each divided into reading lesson, grammar, questionnaire, and exercises. It appears to be the work of a practical teacher, and should serve its purpose well. The French of the questions flows quite naturally, and does not seem to have been translated from English for the purpose. It will be interesting to see how the author will deal with the second year, which is a far harder task.

*Cours de Langue Française.* Par MAQUET ET FLOT. Quatre Volumes. (Degré préparatoire, 1er, 2e et 3e Degrés.) Hachette et Cie.

These up-to-date books are written in accordance with the recent (1910) *arrêté* dealing with grammatical nomenclature. The matter is attractively arranged, and the typography leaves little to be desired, differing in this respect from the majority of French school-books. Except in the last volume (which is practically a complete grammar) every alternate page is grammar varying in amount and difficulty with the age of the pupils. At the bottom of each grammar page is a short *questionnaire* and (in the elementary volumes) a few remarks on *Orthographe d'Usage*, with an occasional oral conjugation exercise. The grammatical details are clearly stated and tabulated, and only the essential minimum is given. It should be pointed out that the grammar lessons in each book deal with the various grammatical categories mainly in the usual order, beginning with the Letters and ending with the Interjection. Facing each grammar page we have excellent short, very short, texts, prose or poetry, in heavy type,

which generally illustrate one or more points in the grammar opposite. This is followed by various oral and written exercises, mainly on Direct Method lines, and calculated to give good results if thoroughly done. These are styled: *Questions* (on subject-matter), *Exercice oral*, *Exercice écrit* (including a *Dictée* taken from the text), *Invention*, *Elocution*, *Vocabulaire*. Of *Invention* an example may be given: 'Formez un sujet qui convienne aux verbes suivants et composez une proposition au pluriel.' Modèle: *Les loups hurlent*: hurler, geler, grincer, retentir, noircir, etc. Of *Elocution*: 'Composez une phrase dont le verbe soit au mode impératif, au mode conditionnel,' etc. 'Exprimez à l'aide de trois verbes ce que peut faire chacun des travailleurs suivants: chauffeur, vitrier, facteur, etc.' Of *Vocabulaire*: 'Exprimez à l'aide d'un verbe ce qu'on peut faire avec: la herse, la pelle, le râteau, la faux.' The English boy or girl who had passed the elementary stage should profit greatly by using these volumes, which would help to create a French atmosphere. In particular, the 3e Degré volume can be highly recommended to those who wish to use a grammar written in French. It contains all the essentials, well arranged and easy of reference. But here, as in all the volumes, the English pupil should avoid the opening lessons on sounds and letters, which are written from the point of view of the French pupil, and are, besides, unscientific and sometimes misleading. For instance, on p. 6 (Degré préparatoire) we find: 'Devant *m*, etc., on écrit les voyelles nasales avec un *m* au lieu d'un *n*.' The authors have in mind, no doubt, words like *emmener*, but they do not state that in the vast majority of cases a vowel preceding *mm* is not nasal at all. Again, on p. 38: 'Le son *e* se prononce plus ou moins fort selon les mots. On le représente par *e*, par *eu*, par *œu*.' With this exception, which need not interfere with the use of the books in English schools, because the pupils should have already been grounded in the sounds, the books can be

highly commended. There are numerous illustrations.

*Bondar's Simplified Russian Method.*  
Price 5s. Effingham Wilson.

The get-up of this book is admirable. It is a pleasure to turn over such well-bound leaves, and read such large clear type. This is a point of considerable importance in attacking a language like Russian, and in fact if all our grammars and text-books, reduced in number, made as little demand upon the eyesight as M. Bondar's S.R.M. we should see less amongst our students of the inconvenience and disfigurement arising from the use of spectacles.

The explanation and illustration of the alphabet leaves nothing to be desired; only a teacher can show the subtle difference between an English and a Russian L, and this requirement is possibly not worth the trouble its attainment would cost. The cursive characters run side by side with the printed, but a page of words and sentences in Russian handwriting would have been a great help to the English student.

The plan of this introduction to the Russian tongue is excellent. A language where nothing capable of inflexion is left uninflected, requires an insinuatingly gradual treatment at the hands of the teacher, especially when addressed to English students, for the 'changes in our pronouns is all that is left as an example of declension; even a slight acquaintance with Latin, Greek, or German would modify the difficulty of Russian inflexion. Passing on to exercises these are probably treated orally in class, whereby a vast amount of time spent in mistakes and corrections is saved and further opportunity for practice in pronunciation is offered. Writing, by way of endorsement of the exercise, would enable the student to write easily in time.

Among the readings which follow the sixteen lessons, one on education is a model reading lesson for an early stage of the study of Russian. First, the subject is familiar; second, the paragraph contains many words common to English and

Russian, and third, there is frequent repetition of the principal nouns and verbs. This is the right way to bridge over the gulf between the two tongues, and such readings should be introduced to the learner as soon as possible.

Proceeding further we find an exercise involving correction of Russian. This is unfortunate. Mistakes should never be presented to the student. Such a test is not only psychologically unsound, it is confusing and harmful. Generations ago bad English and French were offered to school children to correct, but this unsettling process has long since been discredited and discarded.

The aspects of the verb are very clearly explained and illustrated on p. 199; as these do not occur in English or in any other language taught in England, and are therefore difficult, we are grateful to M. Bondar for presenting them so lucidly.

It is a pity that some English friend did not revise the English in this book. There are many mistakes in the use of words, and one especially which should be altogether expunged. The verb 'to comb' is never used by us as it appears here. We do not 'comb' ourselves. A servant is not neatly dressed and 'combed.' Men and boys in England are said to *brush* their hair; women and girls *do* their hair; besides we should not ask the most unkempt adult whether he had brushed his hair—it would be offensive.

Ta-ta is baby talk, recently come into use between intimates in a very narrow circle of frivolous people. To use it to strangers or superiors is inadmissible. M. Bondar's Simplified Russian Method in the hands of a sympathetic skilful and patient teacher may be expected to produce excellent results if the lessons are sufficiently frequent.

### BIBLIOGRAPHY.

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[This is an excellent number, and of great interest to teachers. Mr. A. C. Benson deals trenchantly with 'The Teaching of English in Public Schools'; and Mr. Rippmann has an interesting and informative article on 'The Use of Phonetics in the Teaching of English.']

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DAVID, Rev. W. H.: Test Papers in Elementary German Grammar. 56 pp. Price 1s. 6d. Oxford University Press.

## MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, February 22.

Present: Rev. Dr. Macgowan (chair), Mr. Allpress, Miss Althaus, Messrs. von Glehn, Hutton, Daniel Jones, Payen-

Payne, Miss Stent, Messrs. Storr, Twentyman, and the Hon. Secretary.

Apologies for absence were received from Messrs. Anderson and Cruttwell, Professor Breul, and Miss Shearson.

The minutes of the last meeting were read and confirmed. Mr. Payen-Payne presented the report of the Finance Subcommittee. The estimate for the year was adopted. A recommendation that a definition of what constituted membership of a provincial Branch was desirable was then considered, and it was agreed that the following resolution should be submitted to the General Committee as a recommendation from the Executive:

'That only those be reckoned members of a provincial Branch who signify their desire to become active members of that Branch.'

On the report of the Study Abroad Subcommittee the question of what use should be made of the Report on Holiday Courses was considered. An abstract of Part I. (the detailed reports on the separate courses) was submitted, and, after some emendation, passed for insertion in *MODERN LANGUAGE TEACHING*; the proof of an edition of Part II. (General Remarks on Holiday Courses) was also passed. It was further resolved that a copy of the complete Report should be sent in confidence to any Local Authority that expressed a desire to see it. A suggestion made by Miss Shearson in her letter that questions asked by members about particular courses should be referred for answer to the delegates, Miss Althaus and Mr. Cruttwell, was also agreed to. Mr. Cloudesley Brereton and Miss Stent were appointed as the delegates of the Association to the meeting of the Parents National Educational Union in May.

In answer to an invitation from the Teachers' Guild, Miss Althaus was appointed as representative of the Association on the Holiday Courses Committee of that body.

A letter was read from Mr. Cruttwell, stating that he was prepared to accept the office of Hon. Treasurer for one year in the

first instance, subject to certain conditions which he specified. The Committee thought the conditions, which included the increase of the amount allowed for clerical assistance, quite reasonable, and accepted Mr. Cruttwell's offer with thanks.

A letter from Professor Robertson was read stating that the deficit on the *MODERN LANGUAGE REVIEW* for 1912 was £37 8s. 4d. The share of the Association would therefore be £18 11s. 8d. It was agreed that this should be paid, £6 of the amount to be raised from the guarantors.

The Editor of *MODERN LANGUAGE TEACHING* was given permission to print eight extra pages in the next number.

The following twelve new members were elected:

J. W. Barker, Royal Orphanage, Wolverhampton.

Miss Doris Bott, Pendleton High School, Manchester.

Miss Helen Brander, M.A., County School for Girls, Camborne, Cornwall.

A. G. Brock, B.A., Amesbury School, Bickley, Kent.

W. Squire Dann, M.A., Grammar School, Manchester.

W. E. Evans, B.A., Grammar School, Barnsley.

J. M. Furness, M.A., Khedivieh School, Cairo, Egypt.

Miss A. A. Gauge, Secondary School, Chorley, Lancs.

Miss A. M. Lake, 137, Tachbrook Street, S.W.

Mrs. Rieder, Co-Educational High School, New York, U.S.A., and 32, Rue de l'Hôpital, Berck Plage (Pas de Calais).

Miss F. R. M. Sailman, M.A., Grammar School, Ossett, Yorks.

Miss Nora Ward, M.A., High School for Girls, Derby.

#### REPORT ON HOLIDAY COURSES.

AN abstract of the detailed reports on the ten Holiday Courses visited during the summer holidays by our delegates, and also their general remarks on such courses are published in another column. Any

member who desires further information on any one of the courses is requested to write to Miss Althaus, 17, Ashwood Villas, Headington, Leeds, who will correspond with women, or Mr. H. M. Cruttwell, Byron Hill, Harrow, who will correspond with men.

### BIRMINGHAM AND DISTRICT BRANCH.

#### ANNUAL GENERAL MEETING, 1912.

The Annual General Meeting of the Birmingham and District Branch was held at the University on November 27, 1912, eighteen members being present. The annual reports of the Hon. Secretary and Treasurer were read and adopted.

The following officers were elected for 1913:

*President:* Professor H. Chatelain.

*Vice-Presidents:* Professor K. Wichmann, Mr. R. H. Pardoe.

*Hon. Secretary and Treasurer:* Mr. H. A. Hatfield.

*Committee:* Misses Hemming and Lee, Messrs. McPherson, Mills, and Samson.

After the business meeting was concluded, Messrs. Samson and Pardoe gave some of their experiences in the teaching of Modern Languages by means of phonetics. Dr. Sandbach referred to their utility in teaching English to adult foreign students.

H. ARNOLD HATFIELD.

### LANCASHIRE BRANCH.

The Lancashire members of the Modern Language Association held a meeting at the Victoria University, Manchester, on November 23. It is strange that, whereas many local centres have been formed in the provinces, no such organization existed so far in this important teaching community. The meeting held at the Victoria University was convened to remedy this want. Thanks to the exertions of Mr. H. Nicholson (Manchester Grammar School), a good attendance was secured; Professor L. E. Kastner (Manchester University)

was elected President for the ensuing year and a committee formed.

Before discussing business, the meeting listened to a lecture by Professor Chatelain, of the Birmingham University. Professor Kastner, who took the chair, reminded the audience that Professor Chatelain was the author of an erudite work on *Le Vers Français au XV<sup>e</sup> Siècle*, and was at present concerned in bringing out an edition of Victor Hugo's *Contemplations*.

The lecturer dealt with three contemporary French poets: Charles Guérin, Léo Larguier, and Calemard de la Fayette. The average Englishman little suspects that there is in France at the present time a flourishing poetic school, which, if it cannot boast geniuses like Hugo or De Vigny, numbers many poets of real merit. Professor Chatelain pointed out their indebtedness to former schools, and showed that their originality lay in a return to classicism. Less addicted to mere formal prowess than the Parnassians, showing more restraint in the expression of their sentiments than the Symbolists, they retain the enriched gamut of feeling handed to them by their predecessors, and make for a more abstract style of beauty, from which everything ugly or commonplace is excluded. Taking the three poets above mentioned, Professor Chatelain studied in turn their ideas, their sentiments, and the poetic forms in which they expressed them. Charles Guérin, who died at the age of thirty-four, wrote *Le Cœur Solitaire* and *Le Semeur de Cendres*. Léo Larguier, a friend of Professor Chatelain, is the author of *La Maison du Poète* and *Les Isolements*. Amongst several quotations of graceful verse, two were particularly appreciated by the audience—*Marthe et Marie* and *Les Satyreux*, by Calemard de la Fayette.

At the conclusion of the lecture, a vote of thanks was proposed by Mr. Albers (School of Technology), and seconded by Professor Herford (Manchester University), who voiced the pleasure experienced by all in the course of this too short excursion in France's latest poetic fields.

## EDITORIAL NOTES.

Sub-Editors: Miss BENTINCK-SMITH; Rev. W. OSBORNE BRIGSTOCKE; Mr. H. L. HUTTON; Mr. HARDRESS O'GRADY; Mr. De V. PAYEN-PAYNE; Miss E. STENT; Professor R. A. WILLIAMS.

ERRATA.—On p. 38, l. 8, of the February issue the name Mr. G. F. Bridge was inadvertently omitted before the words 'the Hon. Secretary.'

Contributions and criticisms are invited on the following:

Modern Languages and a Liberal Education.

Lists of Books (see Mr. C. Brereton's note, p. 35).

Free Composition (see November, 1912, p. 205).

Anonymity will be permitted to the excessively modest and others.

Those who wish to make use of the Children's Exchange should communicate early with Miss Batchelor if they wish to have a choice of the best exchanges.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, April or May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, Cuilrathain, Harpenden, Herts.

The Journal is sent free to all Members of the Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Mr. H. M. Crutwell, Byron Hill, Harrow.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 7, South Hill Mansions, London, N.W.

The MODERN LANGUAGE REVIEW, a Quarterly Journal of Medieval and Modern Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., *which must be prepaid*. It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who wish to take in or discontinue the REVIEW should communicate with the Hon. Secretary.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the under-mentioned subjects should be addressed to the persons named:—

**Exchange of Children:** Miss BATCHELOR,

1, Holly Cottage, Lymington, Hants.

**Magic-Lantern Slides:** H. L. HUTTON,

2, College Gardens, Dulwich, S.E.

**Residence Abroad (Women):** Miss SANDYS,

30, East St. Helen's, Abingdon;

**(Men):** H. M. CRUTTWELL, Byron

Hill, Harrow.

**Travelling Exhibition:** Miss HART,

County Secondary School, Sydenham

Hill Road, S.E.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

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# MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN  
LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

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## QUELQUES ASPECTS DE L'ÉVOLUTION MORALE DE LA FRANCE CONTEMPORAINE.

Si vaste est le sujet que j'ose effleurer devant vous, que je me sens le droit et le devoir de vous rassurer tout de suite en le limitant. Je vous parlerai seulement de notre vie politique, des changements qui s'y produisent, de l'esprit nouveau qui paraît s'y montrer ; et c'est de ce point de vue, plus particulier, mais encore, n'est-ce pas, si général, que je voudrais saisir quelque chose au moins de l'évolution morale de la France contemporaine. Peut-être me pardonnerez-vous plus aisément d'avoir choisi cet aspect, parmi tant d'autres, s'il est vrai que la vieille Angleterre soit encore le pays où les hommes s'intéressent le plus vivement à l'art difficile de se gouverner eux-mêmes.

La réputation politique de la France n'est pas excellente à l'étranger ; comment s'en étonner, lorsqu'on se rappelle l'histoire de

l'Europe depuis un siècle ? Il serait trop naturel que vous subissiez encore le prestige du génie de votre grand Carlyle, et n'aperceviez tous les événements de France qu'à travers la lumière tragique qui rayonne de la révolution. Quarante ans de stabilité, de développement régulier, sinon toujours paisible, n'ont pas effacé l'effet de scandale produit sur la terre de la tradition par tant de secousses ; et même les nuages légers qui 'ont pu troubler, récemment, le ciel serein de votre constitution, ne vous ont pas sans doute réconciliés avec notre amour des tempêtes. Pardonnez-moi si je me trompe ; mais je vous prêterai, de confiance, cet état d'esprit ; et ce sera, vous le devinez, pour essayer d'y apporter quelques atténuations. Je crois qu'à ce sujet les idées courantes, et celles des Français eux-mêmes, ne tiennent pas assez compte des changements

qui se sont accomplis et s'accomplissent encore. Peut-être ne connaissez-vous pas ces changements ; peut-être leur profondeur, leur sens, leur intérêt, leurs origines, les influences diverses qui s'y mêlent, ne vous sont-ils point familiers. Sans prétendre vous révéler la vie morale d'un pays que beaucoup d'entre vous ont le droit de juger par eux-mêmes, l'ayant étudié et visité ; sans oublier que je plaide une cause où l'impartialité absolue m'est difficile, et où l'erreur d'une optique personnelle est à peu près inévitable, je voudrais cependant vous dire pour quelles raisons, à mon avis, le tempérament politique français se transforme ; et j'ajouterai : s'améliore, puisqu'il se rapproche du vôtre.

Je sais trop ce que vous nous reprochez d'habitude. Et sans doute, vous nous jugez d'après vous-mêmes, ce qui n'est peut-être pas la justice parfaite ; mais comme votre jugement est à peu près celui de tous nos voisins, il faut bien croire qu'il n'est point l'expression partielle de vos préférences, mais contient une part de vérité générale. J'imagine que si l'on interrogeait chez vous 'the man in the street,' il apprécierait notre tempérament politique en termes sympathiques et sévères. Il ne critiquerait pas, je suppose, la forme actuelle de notre gouvernement : ces choses-là s'acceptent ou se tolèrent, d'une nation à l'autre ; mais il nous reprocherait d'en avoir changé si souvent depuis un siècle. Cette instabilité dont nous avons

souffert, dont on admet difficilement que nous ne souffrions pas encore, c'est pour vous, je le sais, le signe d'une erreur essentielle et d'un trouble profond, opposé à la tranquille sagesse comme la maladie à la santé. Les causes de ce trouble, votre compatriote les chercherait sans doute dans les caractères bien connus de notre esprit national. Il rappellerait l'image traditionnelle du Français ; il nous montrerait impatients et légers, prompts à la révolte, et rebelles à la discipline ; trop préoccupés de principes abstraits pour savoir construire avec les matériaux du réel un solide édifice ; inattentifs au précédent, à la coutume, à tout ce qui fonde l'ordre sur les habitudes et les instincts comme sur les conventions écrites ; trop susceptibles et impulsifs pour ne point introduire le vain souci des personnalités dans le combat des forces collectives ; incapables de suite, de persévérance, de cette longue patience qui est certainement le fond du génie politique ; dépourvus naturellement de ce respect absolu des lois sans lequel la liberté civique est impossible ; en un mot, n'apportant point à l'entreprise commune de la vie sociale le sérieux, le grave sentiment des intérêts matériels et moraux en présence, la recherche passionnée mais calme des solutions mûries et durables, la fidélité obstinée aux engagements consentis.

Je ne dis pas que tout ait jamais été justifié dans ce réquisitoire ; même à la France d'hier, je ne crois pas qu'il s'applique sans corrections

ni réserves ; il devrait être adouci, en tous cas, par bien des circonstances atténuantes. Mais la preuve qu'il n'est pas foncièrement injuste, c'est que nous en sommes venus, nous aussi, à l'adopter en grande partie. Le premier et le plus grand changement qu'ait subi, dans les années récentes, le tempérament politique français, c'est qu'il a pris conscience de lui-même. Vous l'avez aidé à le faire ; vos critiques, et celles de nos autres voisins, n'ont pas été sur nous sans influence. Pourquoi rougirions-nous de l'avouer ? Le caractère des individus ne se forme-t-il pas ainsi, par leur contact avec les personnalités de leurs semblables ; et ce frottement, cette appréciation réciproque, qui dégrossissent et affinent l'enfant à l'école, l'étudiant à l'Université, les peuples ne pourraient-ils en profiter dans la société des nations ? Il se forme de plus en plus, à notre époque, une opinion européenne et mondiale ; les préjugés, les amours-propres, l'étroitesse des rivalités et des haines, s'y assouplissent et s'y fondent en une large et tolérante atmosphère de courtoisie humaine ; et notre vieille terre, champ de bataille ensanglanté par tant de luttes, se transforme ainsi lentement en un champ de paix, ouvert aux rencontres, aux conversations de personnes civilisées. La juste fierté de nos origines, notre solidarité avec les ancêtres qui ont combattu pour maintenir jalousement l'âme de la France, nous interdisent sans doute de la renier en rien ; une âme de ce genre ne saurait

se désavouer, se renoncer elle-même ; et je suis sûr que des Anglais partageront sans peine ce sentiment. Mais sans rompre le lien de son unité profonde, pourquoi l'esprit d'un peuple ne se laisserait-il pas instruire et modifier par l'opinion réfléchie et sincère de peuples amis ? Nier cette éducation internationale, la repousser et la flétrir, c'est le fait d'un impérialisme orgueilleux et brutal. S'il était vrai que la France, au contraire, eût été l'une des premières entre les nations à reconnaître l'autorité morale du tribunal européen ; si elle avait accepté de s'examiner à la lumière de ses arrêts, et en avait admis sur certains points la profitable justesse ; si nous avions essayé de corriger des faiblesses signalées par d'autres, ne serait-ce point un titre d'honneur, le signe d'une évolution psychologique plus avancée, et une initiative nouvelle sur la voie du progrès humain ?

Mais le changement qui a pu se produire en nous vient surtout de nous-mêmes ; c'est le résultat spontané d'un examen de conscience, auquel nous nous sommes exercés depuis quelques temps. Je ne veux que rappeler d'un mot les leçons de l'épreuve ; vous savez pour quelles raisons un Français ne peut plus sourire à la vie avec insouciance. Un écrivain, l'auteur de 'Jean-Christophe,' dans cette belle œuvre qui a trouvé déjà chez vous des lecteurs, a décrit fortement cette concentration de l'âme française, son resserrement meurtri sur l'énigme de sa destinée. Les hommes de ma

génération sont nés avec un sentiment sérieux déposé au plus profond de leur être ; et notre traditionnelle légèreté, cette légèreté sous laquelle se cachait d'ailleurs, vous le savez, une flamme d'enthousiasme toujours prête à jaillir, est tempérée aujourd'hui, dans les apparences mêmes, par l'empreinte d'une réflexion douloureuse. Et à vrai dire, le relèvement de la France est assez assuré maintenant, pour que la confiance émousse dans nos cœurs le doute et l'amertume ; sans rien oublier du passé, la jeunesse de mon pays peut regarder sans crainte vers l'avenir. Si malgré tout elle garde le pli grave d'une pensée tournée vers l'homme intérieur, c'est qu'elle porte le poids d'un long héritage, et d'une séculaire expérience. N'est-il pas vrai que le peuple anglais, comme le peuple français, apprend en ce moment à s'interroger et mieux se connaître ? Car il est, lui aussi, à un tournant de son histoire ; et sa vigoureuse maturité l'amène à la méditation de lui-même. D'autres nations traversent, au contraire, les ivresses dangereuses de l'adolescence ; elles sont trop occupées à s'affirmer, à s'imposer au monde, pour trouver le loisir d'explorer, de posséder et d'embellir leur propre caractère. L'Angleterre et la France ont franchi cette étape de la vie ; elles sont maintenant de trop bonne compagnie pour être naïvement infatuées ; et elles savent que les victoires remportées sur soi sont plus glorieuses et aussi fécondes que les autres. Nations anciennes,

mais non point vieilles, elles s'appêtent à se rajeunir en se transformant. Vous cherchez à concilier votre admirable faculté d'adaptation instinctive au réel, avec une méthode plus moderne, une activité plus réfléchie et plus efficace. 'Eveillons-nous !' a dit votre roi, et vous ne demandez certes qu'à suivre un conseil venu de si haut. Je dois vous avouer d'ailleurs qu'un visiteur étranger ne trouve rien, en ce pays, qui lui rappelle 'the Sleeping Beauty.' La France, elle aussi, est occupée à se donner ce qui lui manque ; cette entreprise de correction et d'enrichissement moral et social est l'œuvre à laquelle, sous les agitations de la surface, sont appliquées les énergies les meilleures de ses enfants.

Et je vois bien quel aveu votre malice pourrait relever dans cette formule imprudente. Je prononce le mot d'agitations ; il est trop certain que notre vie politique n'est pas encore irréprochable. Trop souvent encore, des crises ministérielles rappellent à l'Europe que nos législateurs n'ont pas tout-à-fait changé de tempérament. Je ne prétends point que les Français possèdent encore les mœurs de la liberté ; ni qu'ils pratiquent aussi bien que vous le régime parlementaire. On ne peut demander à l'élève d'égaler le maître ; des habitudes d'esprit, des dispositions anciennes, ne se transforment pas en un jour. Mais n'a-t-on pas dit que les jeux anglais sont l'école de la vie civique, par la discipline qu'ils enseignent, l'action d'en-

semble qu'ils exigent ? Les progrès de nos joueurs français dans le noble exercice du football, s'ils ne les amènent point encore à être tout-à-fait de votre force, leur permettent déjà cependant de se mesurer avec vous. Il peut même arriver que la fortune inconstante leur donne un jour, inespérément, un succès que vous leur ravirez demain. . . . Et comment oublier ces paroles du *Daily Telegraph*, au moment de la victoire remportée par l'aviateur Paulhan dans Londres - Manchester : 'M. Paulhan doit sa victoire non seulement à son audace, mais à une énergie, un silence et une décision qui jettent un lustre nouveau sur la grande nation à laquelle il appartient. Il a apporté à cette affaire plus que du sang-froid anglo-saxon. Il excelle dans toutes les qualités que nous pensions caractéristiques de notre race.' Et il est certain, en effet, que la pratique croissante des sports introduit dans la vie et dans l'âme même du peuple français un élément de régénération nationale. Ce n'est pas à vous que j'aurai besoin de prouver la vertu de l'effort librement accepté, ni tout ce que l'exercice au grand air peut donner de santé morale ou physique. La passion avec laquelle, d'un bout de la France à l'autre, la jeunesse, et celle du peuple comme celle de la bourgeoisie, acquiert aujourd'hui le respect d'elle-même et de sa vigueur par la discipline, un peu exubérante encore, mais saine, du cyclisme, du football, du tennis, est l'un des symptômes les plus favor-

ables du présent ; on peut en rapprocher la prospérité magnifique de notre Touring-Club ; la transplantation, sur la terre française, de vos boy-scouts ; et cet esprit plus hardi d'aventure qui pousse beaucoup de nos jeunes gens vers les colonies. Tout ceci est de bon augure, n'est-il pas vrai, pour l'apprentissage laborieux que font mes compatriotes en matière politique ?

Il semble justement, à certains indices, que la première phase de cet apprentissage est terminée : celle où le débutant ne sait pas encore voir ses fautes, ni en profiter. L'on peut espérer que la France est sortie de la période agitée où se sont développés longuement les contre-coups de sa grande révolution. Sans doute, l'unité morale parfaite n'est point réalisée en elle ; de petits groupes dissidents n'acceptent pas le régime républicain qu'elle s'est librement donné. Mais pour l'immense majorité des esprits, la possibilité d'un nouveau bouleversement d'ordre politique paraît inacceptable. Dès lors, à l'intérieur de ce cadre maintenant affermi, les mœurs et les pensées commencent leur lent travail d'élaboration. Depuis quelques années, la conscience française s'est appliquée à mieux comprendre, dans son esprit et son mécanisme, une constitution non point sortie de croissances spontanées, mais écrite, et imposée du dehors. Ainsi tend à se corriger le caractère abstrait et arbitraire d'un gouvernement institué sans la collaboration des siècles ; l'adaptation peut être réal-

isée aussi bien par l'assouplissement de la logique au contact des faits, que par l'ordre inverse où les faits dégagent leur logique propre. Cet effort nous amène pour ainsi dire à votre rencontre, s'il est vrai que vos préoccupations actuelles soient en quelque mesure inverses des nôtres.—C'est ainsi que la représentation proportionnelle est en ce moment passionnément discutée chez nous; longtemps la loi brutale du nombre a paru définir le principe même du régime démocratique; notre sentiment plus vif des droits individuels, notre respect croissant des minorités, notre notion plus complexe de la justice politique, tendent aujourd'hui à rendre plus souple et plus exacte la traduction des volontés populaires au Parlement.

De même, la procédure parlementaire est l'objet d'une étude attentive. Pendant quarante ans, l'instrument nouveau de notre liberté a été manié de façon parfois malhabile, et toujours un peu inexpérimentée. A l'heure actuelle, le sentiment se fait jour de tous côtés, qu'une réforme de nos habitudes est nécessaire. Les critiques assez vives adressées au fonctionnement de notre Chambre principale ne sont point le signe d'une désillusion où germeraient les pires aventures; c'est le symptôme fécond de la vie, de la constante recherche du mieux. Nous savons, d'une certitude à peu près unanime, que l'énergie du Parlement se disperse en luttes oratoires; il est à prévoir qu'avant longtemps nous chercherons, et

trouverons sans doute, un moyen de limiter l'éloquence de nos discoureurs. La guillotine, dont vous avez su faire un usage qui n'a rien de sanglant, reprendra peut-être ainsi dans notre vie politique un rôle aussi considérable que celui qu'elle y eut jadis; mais ce ne sera pas tout-à-fait le même rôle, et justement cette différence est la mesure de notre progrès. De même encore, nous rêvons de constituer en France des partis véritables, organisés autour de programmes d'idées, non de personnes. Ce rêve trahit déjà au moins une velléité de sagesse; et d'ailleurs le changement souhaité a commencé à se produire; mais ce serait sans doute l'effet de la représentation proportionnelle, si vivement désirée, de lui donner plus d'ampleur et de l'accélérer. La Chambre actuelle a élu, vous le savez peut-être, ses commissions au scrutin nouveau; et la puissance des groupes, soumis à une discipline extérieure, y paraît céder quelque chose à la force des doctrines et des principes. Enfin, à peu de jours d'une élection qui nous donnera un nouveau Président, n'est-il pas suggestif de voir, parmi les candidats, trois membres de l'Institut, joignant à l'expérience de l'homme politique la culture du lettré, la réflexion du penseur; et de saisir partout, dans l'opinion, ces signes subtils d'un réveil, d'une exigence du mieux d'où sortent silencieusement mais sûrement les progrès des mœurs publiques? Quel que soit l'élu, il est certain désormais que le pouvoir présidentiel aura

en France, avec une dignité plus grande, plus de vigueur effective.

La statistique est une belle science ; comment n'en point user, lorsqu'elle nous paraît favorable ? La durée moyenne de nos ministères a été, depuis quinze ans, en progression très marquée. Certes, il s'en faut que nous puissions servir encore, sur ce point, de modèle à l'univers ; je ne veux qu'effleurer un sujet aussi délicat ; qui sait ce que demain nous réserve ? Mais quels que soient les accidents de l'avenir, le charme est désormais rompu ; le régime stable, organique et normal, du gouvernement représentatif, où une majorité d'opinion nette et ferme fait crédit à des hommes dignes de sa confiance, a existé dans la France républicaine ; il existe ou existera encore. Et si notre tempérament garde trop de nervosité, une susceptibilité trop prompte, pour que la carrière de nos gouvernants soit toujours exempte de traverses, c'est peut-être là une forme nécessaire de notre liberté politique, une condition de cette existence plus inquiète et rapide qui nous conduit parfois, avant d'autres, aux grandes expériences sociales et humaines. Ai-je tort de penser que notre histoire récente montre autre chose que la parodie du parlementarisme ?

L'âge des parodies, à vrai dire, est peut-être passé pour la France ; on dirait que nous sommes décidés à mieux comprendre, à mieux respecter, le sens plein et juste de ce beau mot de liberté. On a beaucoup parlé d'apaisement à la

Chambre française, ces temps derniers ; et par-dessus les querelles ou les intrigues des politiciens éphémères, il est certain que le mot et la chose subsistent et subsisteront. La tolérance était une vertu difficile dans un pays que son évolution brusque, secouée de crises, avait un siècle durant divisé contre lui-même ; il n'est pas chimérique d'espérer que la dernière et la plus profonde de ces crises, celle où deux formes de la justice et deux notions du patriotisme se sont opposées, ait fait beaucoup pour rendre possible la paix morale, bien qu'elle ait poussé les dissentiments à l'extrême, justement parcequ'elle a transporté le combat des régions de l'intérêt pratique à celles de l'idée. Il est toujours salubre et fortifiant pour un peuple de connaître les âpres et nobles luttes de la conscience. On dirait que depuis ce drame la France victorieuse d'elle-même aspire à la concorde civile et à l'union de ses enfants. Quelques agitateurs passent encore dans nos rues, dénonçant de leurs cris telle ou telle catégorie de citoyens ; le pays ne les suit point ; tous les hommes de sens droit sont avertis par un secret instinct de la détente civile qui nous rend aujourd'hui plus respectueux les uns des autres. Les dernières élections se sont passées sans désordres, avec moins de violences verbales que ce n'était la coutume ; on a remarqué le ton plus courtois des polémiques, les rapports plus dignes entre adversaires ou partis. De tous les côtés, on a tendu à rendre le suf-

frage plus sincère ; et si la pression administrative est une suite trop naturelle de la faiblesse humaine, pour qu'on puisse espérer la voir de longtemps disparaître, il est réconfortant de l'avoir vu dénoncer, désavouer, et de savoir qu'elle a été en fait fort réduite.

Et comme le respect de la liberté, celui de la légalité est en progrès chez nous. On nous voit moins souvent préoccupés d'échapper à la règle, ou de la tourner, contre son esprit, à notre seul profit ; et d'autre part, moins passivement soumis à l'arbitraire des agents du pouvoir. L'indiscipline du public, l'autoritarisme chicanier des fonctionnaires, tels étaient jadis les deux vices principaux de notre tempérament social ; et ces deux vices étaient étroitement solidaires. Je ne dis pas qu'ils aient disparu ; mais seulement qu'ils s'atténuent ou tendent à s'atténuer. En tous cas, nul Français ne peut aujourd'hui prétendre qu'il les ignore, car notre critique de nous-mêmes les a trop souvent, trop vivement mis en lumière. Sans doute une certaine nonchalance nous a permis longtemps de faire bon ménage avec les défauts de nos mœurs les mieux connus de tous ; mais le changement capital de notre disposition intérieure est aujourd'hui une secrète et tranquille résolution d'agir. Je ne crois pas que cette résolution tarde à produire des effets perceptibles. Certains signes paraissent déjà la manifester. Ce sont des ligues de citoyens contre l'arbitraire ; c'est une soumission plus

consciente et de meilleure grâce à la loi. Pour la première fois, récemment, des appels ont été adressés en France à l'esprit d'ordre et de raison des foules anonymes ; des jardins, des bosquets, des œuvres d'art, sont placés désormais 'sous la sauvegarde du public.' Partout la lutte est engagée entre le vieil individualisme insouciant et rebelle, et le sens nouveau des obligations collectives. L'intérêt privé devra s'assouplir sous la pression de l'utilité commune ; par exemple, les prospectus qui souillent et déshonorent les rues Parisiennes sont maintenant condamnés ; ils auront bientôt disparu.

C'est là un petit fait, mais combien significatif ! La négligence caractéristique de certaines nations méridionales, encouragée par les faveurs de la nature et du climat, a toujours, depuis les origines du peuple français, sollicité son génie amoureux de lumière facile, séduit par l'heureuse beauté, et chez lequel l'énergie laborieuse du Nord est tempérée par les instincts du Midi. Qui du Nord ou du Midi l'emportera décidément dans le vie française ? Peut-être l'un et l'autre y règneront-ils toujours à la fois. Mais malgré la richesse que met dans la figure morale de la France le charme latin de notre Languedoc et de notre Provence, il est visible que de plus en plus notre génie établit son centre solide moins près de ces provinces ensoleillées et africaines que des plaines fines et fortes de l'Ile-de-France et de la Champagne. Résolus à maintenir la richesse que

nous assure notre variété, nous soumettons notre tumultueux esprit national au cadre réfléchi d'une unité sérieuse et volontaire ; et comme l'Italie nouvelle, née d'hier, a ressuscité en secouant la torpeur de l'enchantement Méditerranéen, la France démocratique s'est rajeunie en se rappelant que son ciel verse, avec la joie de vivre, l'amour du gai travail et du clair labeur d'esprit.

Il serait donc possible d'affirmer, avec les prudences et les réserves nécessaires, que notre tempérament politique évolue ; qu'il change en fonction d'un progrès général de la conscience française, dont la critique de soi est le symptôme et le moyen. Nous avons le désir de mœurs plus sérieuses, plus dignes et plus calmes ; lentement, cette volonté tend à devenir générale, puis unanime ; elle s'harmonise avec le ton de la vie morale, plus réfléchie aujourd'hui que dans le passé, plus soucieuse de l'équilibre et de la santé du corps social. Et par là se concilie la préoccupation généreuse de notre idéalisme toujours vivace, avec le sens utilitaire des résultats et des conséquences, dont l'âpre leçon des choses nous a enseigné la nécessité. On dit volontiers en France que nous traversons une période de réalisme ; je crois la remarque vraie dans une certaine mesure ; nous concentrant sur nous-mêmes, nous apprenons à mieux évaluer les conditions matérielles de l'existence et du succès, auxquelles le génie optimiste de nos pères était sans doute trop inattentif. L'énergie

anglo-saxonne et germanique a créé dans l'univers contemporain une atmosphère de volonté tendue vers la lutte, d'effort orienté vers les conquêtes pacifiques ou guerrières ; sans abdiquer ce qu'elle croit être sa haute mission de recherche intellectuelle et d'initiative civilisatrice, la France a dû se résigner à défendre sa place et son droit. Après avoir jadis menacé la paix de l'Europe, elle est devenue, comme l'Angleterre, le champion d'un ordre pacifique, au maintien duquel la force, malheureusement, est, paraît-il, de plus en plus nécessaire. Mais cette attitude réaliste n'abaisse en rien la générosité de son idéal national ; plus humble en son apostolat, plus sage en son ambition, elle veut travailler au bonheur des hommes, non plus comme autrefois en leur apportant, les armes à la main, les principes de sa révolution ; mais en se réformant elle-même, et en créant chez elle un foyer de justice sociale et de dignité humaine. Que cette attitude nouvelle ne trahisse pas l'énervement, mais la concentration de sa force, que le calme soit seulement chez elle un autre aspect du courage, c'est ce que vous avez bien voulu, il y a peu de mois, penser de nous et nous dire ; et le signe même du progrès profond de notre conscience, c'est que notre conduite, qui a paru belle à beaucoup, nous a semblé, à nous, toute naturelle.

Voilà pourquoi j'espère fermement voir l'entente cordiale qui unit la Grande-Bretagne à la France et à laquelle nous tous, Mesdames et

Messieurs, professeurs de langues vivantes, collaborons si utilement, se montrer durable et se resserrer encore ; l'amitié de nos deux patries ne peut qu'aller s'affermissant, puisque sur des points importants, et sur un point essentiel, celui qui m'occupe, les différences entre elles tendent à s'atténuer, les ressemblances à s'accentuer encore. Tandis que nous apprenons réciproquement à nous mieux connaître, vous faites quelques pas, prudemment, dans une direction qui vous rapproche de nous ; nous en faisons quelques-uns aussi ; et c'est pour aller à votre rencontre. Le progrès de nos mœurs politiques nous rendra, j'en suis persuadé, plus sympathiques à vos instincts les plus profonds ; et je m'en réjouirai ainsi doublement. Certes, je ne veux point vous sembler trop optimiste ; je ne me fais pas, de ces progrès, une image idyllique ; vous sentez dans quelle mesure j'ai cru pouvoir en parler, et ce que j'ai voulu dire. S'il y a un acte de foi dans ma croyance, c'est celui qui consiste à élever le repentir sincère

au premier degré de la sainteté ; en ce sens-là seulement nous sommes des saints, que nous aspirons à ne plus être des pierres de scandale. Du moment que nous le voulons, que nous mettrons désormais notre amour-propre à être sages, et non plus à paraître fous ; à rechercher la réalité des vertus, et non plus les dehors du vice, il est à prévoir que nous réussirons aussi bien dans cette nouvelle entreprise que dans l'ancienne. . . .

Entre vous et nous, les différences irréductibles subsisteront sans doute ; votre liberté sera probablement toujours quelque peu plus substantielle et pratique que la nôtre ; la nôtre en revanche pourrait rester plus intellectuelle, plus idéale. . . . Quoi qu'il arrive, nous désirons être plus libres, et savons que pour l'être il faut d'abord être maîtres de nous. Nous le sommes, et le serons ; et nous tâcherons seulement de garder, dans la maturité virile, quelque chose de cette jeunesse qui plaît également à vous et à nous.

L. CAZAMIAN.

### THE BAUDELAIRIAN SPIRIT IN ART.

THERE was no phase of literary history more in need of careful and extended analysis than that which Mrs. Turquet-Milnes has just tackled in what I believe I am right in thinking to be her first book.\* She has been very am-

bitious. Probably if she had been less so her book would have had fewer inequalities, fewer occasional errors of judgment. But, at the same time, the fearlessness with which she has approached this most difficult problem gives the book a vigour which could not have been gained by any other means. The general impression created by a

\* *The Influence of Baudelaire.* By Gladys Turquet-Milnes. London: Constable. Price 7s. 6d. net.

careful, and on the whole undisturbed, reading of the volume from cover to cover is that, about two-thirds of the way through, Mrs. Turquet-Milnes got tired of her subject. It may be that time failed her, or that she had been compelled to read up her later symbolists in rather a hurry, to balance what is plainly a very considered and thorough knowledge of Baudelaire's predecessors, of himself, and of his contemporaries. However that may be, the first half of the book is very much the best. I think I should have suggested leaving out painting and music altogether, or else devoting a second volume to them. They are too long and too intricate to be dealt with in single chapters. But let me get to an analysis of what Mrs. Turquet-Milnes has rightly written rather than of what she might have left out.

She begins with a wholly admirable chapter on the 'Development of the Baudelairean Spirit.' The earliest element is found in Benjamin Constant's *Adolphe*. The hero is an ultra-sensitive, introspective character, who takes such delight in the analysis of his own conflicting motives and feelings that, as the author says, 'the crash of discord has resulted into harmony, and it is this harmony that makes it possible to find pleasure in pain.' *Adolphe* revels in his unhappiness; he is the self-pitying egoist; a little more and his senses would be perverted.

The second element appears in Sainte-Beuve's *Volupté*. Here morbid introspection is combined with

sensual indulgence, and morality wages a hopeless battle with a passion for luxury. Mrs. Turquet-Milnes acutely remarks: 'The horror of sin is one of the conditions favourable to the love of sin, always provided that the horror is sufficiently weakened either by the violence of passion or by the pleasure of analysis.' She goes on to mention the tendency of *les décadents* (perhaps a neater and more accurate expression than 'Baudelaireizing writers') to turn to Catholicism, quoting Barbey d'Aurevilly, Villiers de l'Isle Adam, Peladan. (Incidentally, why not also Verlaine, Louis le Cardonnell, and, above all, Retté? He is surely an example *par excellence* of the nearness of violent atheism and deliberate sensuality to pious asceticism.) But I think she should have added that it is the colour and self-surrender of Catholicism rather than the actual worship and devotion, which have so great an attraction for the artist who has lost his self-control.

The third and final element of pre-Baudelaireism is shown in the pessimism of De Vigny. The way is now clear for Baudelaire, and he appears, the champion of the mysterious against the material, of the perverted against the scientific, of the artificial against the natural, of the individual against the objective—in fact, of symbolism against the soullessness of the Parnassians and the whimpers of the Romantics. Baudelaire never complains. Like *Adolphe*, he takes an exquisite

pleasure in unhappiness. He strives after elusiveness, after mystery. From Poe he receives an impetus towards the *macabre*, and towards the artistic life as a refuge from the drab sordidness of reality. His Orientalism, his love of exotic flowers, of black women, of strange perfumes—all these are not, as is often said, the products of a diseased mind. Baudelaire was no *des Esseintes*. He had a gospel to preach, and he preached it by his example as well as by his writings. 'Anywhere out of the world'—and, he might have added, by any route, provided it be an unusual one.

I cannot give in full the stages of Mrs. Turquet-Milnes' analysis of Baudelaire. Besides his debt to Poe, he learnt from Aloysius Bertrand to love the moon and the music of dead men's bones; from Petrus Borel he learnt his hatred of progress, his preference for decay. I think that Mrs. Turquet-Milnes should have mentioned Coleridge and De Nerval at this point, and by so doing have linked Baudelaire more closely to the Romantics than she appears to do. In his love of autumn, in his plaintive regrets, Baudelaire stands on the line of Musset and Coppée, and equally on the way to Maeterlinck. In more general words, one might say that in the first half of the book too much stress is laid on Baudelaire the Satanist, and in the second half too much on Baudelaire the Musician of Words, the Magician of the Combined Arts. His retrospective importance seems to me to lie in

his technical achievements (use of a refrain and power of soothing rhythm), his deliberate artificiality, his delicately-shaded melancholy—in fact, his curious blend of evolution and revolt from what had gone before. But his influence on posterity—except, that is to say, on his immediate successors, like Verlaine—has been almost solely on the side of the *macabre* and the deliberately sensational, a movement which inevitably petered out as soon as the bourgeois refused any longer to be shocked. The 'art-for-art's sake' doctrine, which is indirectly involved at this point, is too big a question to deal with here. Mrs. Turquet-Milnes is right in mentioning it as an essential to the Baudelairean spirit, but I doubt whether Baudelaire can claim to be its originator any more than the other Romantics of his day. The aristocracy of art was a tenet in England before Baudelaire's time—though certainly he was responsible for that exaggeration of the theory—which condemned anything short of the unintelligible as pandering to popular taste.

Apart from this, however, nothing but praise can be given to this first half of the book. It is clear and well-informed, and the enthusiasm of the writer is apparent throughout. It is when she comes to posterity that she begins to hurry her subject and pass somewhat confused and hasty judgments.

The section on Villiers is excellent. His exclusiveness, his bored manner ('j'ai vécu par politesse'),

his occasional obscurity, are well emphasized. Perhaps more stress might have been laid on the rather wild use of pseudo-magical language which disfigures much of Villiers' work, and his generally inflated style. Huysmans, also, is well defined, and Verlaine, Corbière, and Rodenbach. But why is Rimbaud omitted? Surely *Le Bateau ivre* is sheer Baudelaireism, and most of the prose-poems in *Les Illuminations* — 'Le pavillon en viande saignante sur la soie des mers et des fleurs arctiques (elles n'existent pas)'—and a hundred others. The only critical mention of Rimbaud is a too serious acceptance of his colour-vowel sonnet, now generally accepted as *blague*. Then the judgment on Mallarmé, though admirable as far as it goes, does not bring out sufficiently one very un-Baudelaireian element in his influence on later writers. To his disciples he appeared rather as the æsthete of words, the etherealized maker of patterns, almost inhumanly passionless. Laforgue is dismissed with a brevity that shows that Mrs. Turquet-Milnes considers him of but transitory importance. I do not agree with her, but cannot here do more than give a reference to an attempted study of this elusive and difficult young genius which I was allowed to publish in earlier numbers of this magazine.\*

When she reaches living poets Mrs. Turquet-Milnes becomes even more hurried. She also shows an

inclination to ascribe all existing poetry to the influence of Baudelaire. The inclusion of Verhaeren cannot go unchallenged. The great Fleming is a solemn lover of earth and nature; his religion is a vast wind-swept Pantheism. Certain poems in the books written during his nervous and physical crisis have an undoubted touch of that love of horror and the *macabre* that forms Baudelaire's chief legacy. But he is not to be judged by these alone—perhaps not by these at all. The five volumes bearing the general title *Toute la Flandre* are totally free from all morbidity, from all self-torture. He loses himself in the pure moods of Nature, laughing with the sunlight and the hurrying clouds, his soul full of wonder at the music of the storms.

But while including Verhaeren, Mrs. Turquet-Milnes makes no mention of a group of poets in Belgium which descend direct from Baudelaire: I mean the group who called themselves 'La Jeune Belgique'—Gilkin, Giraud, Waller, Le Roy, and Gille. Their work is Satanism in its truest form, and Satanism—along with that very self-conscious Symbolism seen in Oscar Wilde, and in the early books of Kahn and De Gourmont—is the real product of Baudelaireism.\*

\* In disputing Mrs. Turquet-Milne's claim for so extended an influence of Baudelaire, I am, naturally, not denying that the Symbolist movement as a whole gave birth to all contemporary French poetry, including Verhaeren. But there seems so much in Symbolism that cannot be directly ascribed to Baudelaire, that ac-

\* MODERN LANGUAGE TEACHING, May and June, 1912.

The course of the book next takes the reader to a chapter on the Baudelairean spirit in England. Here we have mention of Shelley, Swinburne, O'Shaughnessy, and Wilde, and among living writers of Arthur Machen and George Moore. Once more, Mrs. Turquet-Milnes is most helpful, as far as she goes. But she should not have omitted Dowson. She also drags the Irish group on to the stage for one moment, and hunts them forthwith away again, labelled 'Baudelairians,' one and all. Surely the most remarkable feature of Synge's art is his absolute freedom from the enervating æstheticism which so rightly represents Mrs. Turquet-Milnes' idea of modern English Baudelaireism. Then she treats of Arthur Machen and George Moore as if they were the leaders of a living school of writers; as if Baudelaireism was still all-powerful. This points to a misunderstanding of an essential stage in the development of modern artistic psychology. The lure of mysticism, and in some cases of iridescent decay, is strongly felt at

a certain stage by nearly every young writer. Probably there is hardly a man among those of us who are still under forty who has not tried to write strange decadent verse on very hackneyed subjects, under the impression that he was being desperately bold and bad. This is the phase described by Arthur Symonds as 'unsatisfied virtue masquerading as uncomprehended vice.' It is this phase that Mrs. Turquet-Milnes is inclined to take rather too seriously, and in which she sees the permanent influence of Baudelaire, rather than the passing of several generations of young men eager '*à épater le bourgeois*.'

She ends her book with short chapters on painting and music. Such compass is impossible. The whole question of symbolist and realist art, the conflict over allegory, the rapid changes in technique—these problems are not yet half exhausted, though volumes have been written about each one. In the chapter on painting the remarks about Delacroix and Moreau are much to the point. But Conder is missed out, and Rops receives very short notice for one who gave frontispieces to nearly every French book in the Baudelairean tradition that appeared in his day.

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A careful bibliography gives a final and valuable feature to the book; to it, however, should be added Morice's study of Verlaine, and Mockel's monograph on Mallarmé, while Tancred de Visan

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curacy demands a distinction between his actual followers and those men who develop the art of Mallarmé, of Verlaine, of Rimbaud. The fact that Mallarmé, Verlaine, and Rimbaud were themselves Baudelairians, does not argue that their work handed on only an influence of the same quality. If we are to identify Baudelaire with the whole of Symbolism, it is hard to say when his influence will ever end. We might even say that he himself belonged to the school of the author of Aucassin and Nicolette.

in *L'Attitude du Lyrisme contemporain* expresses a new theory in a series of studies of the later Symbolists.

I am afraid all this must read very scrappily, and give the impression of continuous fault-finding. But that is not the intention. I hope that a great many people will read this very interesting and suggestive book, which contains a large number of excellent quotations, and brings together in one volume a number of authors who are only scattered names in England. It is because I

realize to the full the value of Mrs. Turquet-Milnes' work that I have tried to fill in those gaps which struck me most, and these, considering the enormous scope of the book, are really remarkably few in number. I wonder whether Mrs. Turquet-Milnes will write another book on this confused period of transition from Romanticism to the triple movement of realism—symbolism—decadence. I hope she will, and work out the influence of Chateaubriand, Wagner and Blake.

MICHAEL T. H. SADLER.

## MODERN LANGUAGE ASSOCIATION ANNUAL MEETING.

(Continued.)

ON Thursday the first subject on the agenda was: 'MODERN LANGUAGES AT THE UNIVERSITIES, WITH SPECIAL REFERENCE TO THE NEEDS OF TEACHERS.'

Miss R. ELFREDA FOWLER, Docteur de l'Université de Paris (Oxford) read a paper entitled: 'A NEED EXISTS FOR DEFINITE POST-GRADUATE COURSES.'

So much progress has been made in the teaching of Modern Languages in the last ten years that the time seems to have come for a better appreciation of the character and aims of post-graduate work in England and in foreign Universities. Up till now there has been a tendency to regard post-graduate work as a welcome, though unnecessary, decoration for students who come out top in examinations, or as an interesting experience for teachers who can take a year's holiday. I am here this morning to plead for its recognition as a very definite step in the training of the advanced teacher and the original worker.

My experience of it in Paris falls within the years 1899-1903, and coincides with

the time when the title of 'Docteur d'Université' was first given to outsiders, and I was the first woman to put down my name for the doctorate, though not the first to pass it.

During this time in Paris I met a number of teachers and students of other nationalities, chiefly men. There was an English contingent of about a dozen, which happened to be composed entirely of women, and which offered many contrasts. No one standard could be applied to them; they were of different status, of different ages, of different attainments, and they stayed varying lengths of time. There was an 'élite,' who had had a number of years of study and teaching behind them, and were in no sense to be compared with students who had just finished a three years' course. Another group was that of Englishwomen who spent about a year in Paris, working seriously all the time, but who did not do advanced work, if by that is meant work in common under a professor. Lastly, there was a section whose case I would bring especially before you this

morning, who tried in a short space of time to write a thesis, to do advanced work in class under a professor—to miss nothing of interest, and to fill up many gaps of which they were conscious in their previous knowledge. Their plight was harassing—I speak from experience. It was not a case, however, of a sheep lost and alone in the wilderness. There were many kind shepherds and a number of folds, and each kind shepherd was inclined to suggest that it was well not to attempt too much and to waste time wandering from fold to fold. This good advice was, as a rule, not followed, and its neglect was not due to wilfulness on the part of students, but was owing to the vague comprehensiveness of English programmes; they were afraid to give up any subject lest it might be needed later in the training of their own students.

Having had for many years the idea that English programmes were too ambitious, I sampled, before writing this paper, examination papers in Modern Languages for the last ten years, and came, to my surprise, to the conclusion that if the criticism was true ten years ago it is not true now. The papers seemed to me excellent, increasingly so, and to treat with a judicious vagueness difficulties of sources, dialects, the relation of manuscripts, etc. Even so, the graduate student has one language to master and ten centuries of literature to get through, and it would not be out of place for them to have a general knowledge of history and a general knowledge of other modern literatures. But if it is admitted that questions of sources, dialects, the making of a critical text, the value of unprinted matter, fall outside the point reached by the graduate student, they certainly come within the range of the University teacher and the original worker, and it ought to be the mission of post-graduate work to supply, as far as possible, the necessary training for grappling with such questions. Such attainment would be the means of distinguishing between the University teacher and the good secondary school teacher.

This knowledge is essential in itself; it has also the additional importance of giving a background, and the right background of one literature is other literatures, and the right background of one language is other languages.

In these early days of the Modern Language movement the practically possible must not be left out of sight. Certain things are possible: it might be possible to clear away certain erroneous ideas in connection with the writing of a thesis, which spoken of as if it were a kind of training, is as if it were an isolated effort, and as if it could be written quickly. A thesis is not a training representing a definite stage in the development of the student, but an outlet for the already trained worker who has given time and thought to a special subject or to a special period. It cannot be written quickly unless there has been a great deal of previous preparation. It may have the character of an isolated effort, but is far more often a laborious beginning, leading on naturally to further, and very probably more fruitful, efforts, which their author would like to put into print in the form of articles or reviews. Lastly, it might be possible to know a little more clearly the range of subject expected of an advanced teacher. Personally, I believe a policy of curtailment would best represent progress, and that it would be a wise thing not to expect the teacher of comparative literature to give advanced language teaching and *vice versa*. In that case there would be an outcry from the members of college councils and educational bodies, saying that they could not appoint an advanced teacher in Modern Languages who could not take all the advanced work. A solution of the difficulty might be that while Modern Language students are so few, teachers might be shared between different colleges, and that in itself would help to unify the standard of teaching in England.

To turn to another important point, the post-graduate student needs more support than is generally obtainable is a statement which probably excites no

criticism. *How* to give that support is a serious problem which has never really been faced, and whose neglect has often been justified by the remark that it is well for students to learn to fall on their feet. At present the students do, as a rule, fall upon their feet, but at the expense of the kind but overworked professors of foreign Universities, and come back to England to find that nobody knows anything about them. It will be said that I have forgotten the University teachers who taught the students in the first place, and who, almost in every case, suggested their going abroad. I have not forgotten them; but my experience in Paris seemed to prove that the professors and tutors of graduate students have not the time and strength, and, sometimes, not the educational status necessary to give post-graduate students the help they need. A little committee is required, in my opinion, in England, formed of very competent people familiar with foreign Universities, who would be willing to direct the post-graduate students, to judge of their work, to demand in certain cases a written test, and who would be there to support and recommend them on their return to England. Quite apart from this committee someone should be appointed in large Universities, such as Paris, to give practical advice to the post-graduate students, and tell them about lodgings, doctors, and the exchange of money.

In the last twenty years at Paris a tradition has grown up of unvarying kindness—a tradition which is one unbroken record of generous help. Begun by M. Paul Meyer and M. Gaston Paris, it is now carried on by M. Paul Meyer, M. Thomas, and M. Roques. The latter offers to give advice to any English student coming to him. But there is a possible danger in the future which certainly does not exist yet, of one University being chosen in each country to the exclusion of others. It would be a pity if all English students went to Paris, and ignored the existence of such Universities as Bordeaux, Montpellier, and Geneva. In all cases the

advanced student should choose the University in which the subjects to which he is attracted is well represented, and he should always come into touch with his teachers before leaving England.

In conclusion, this paper is directed to prove that two things are needed for the encouragement of post-graduate students: Firstly, a clearer distinction between secondary and University teachers by making the attainment of wider knowledge and greater critical power a necessary qualification of holders of University posts; and, secondly, more support of post-graduate students during their time of training abroad.

Miss TUKE's paper was read by Miss SPURGEON: Thirty years ago, when it was determined to raise Modern Languages to the dignity of an Honours subject in the University of Cambridge, there was a great fear lest this study should fall behind that of the Classics in affording a basis for sound scholarship and intellectual training. Every effort was made to safeguard the new Tripos. It was not to be a Modern Languages Tripos, but a Medieval and Modern Languages Tripos. Philology was to occupy an important place in the curriculum. Literature was to be treated on broad general lines. Every candidate was expected to be able to translate from and write both French and German, whether the language of his special study was one of these two or English. The result was—in my view—a very complete and interesting linguistic course. But the academic ideal was not long allowed to prevail. It was said that the man who wanted mere scholarship had all he needed in the Classics. A student of Modern Languages expected something of everyday use. Gothic or Old High German or Provençal were all very well in their way, but they were not modern languages. It was too much to ask a man to excel in these and also on the practical side of this study. It was further pointed out that there was no evidence that a graduate in this examination could speak or even pronounce French or German correctly. It

was, in fact, considered that there was too much of medieval and too little of modern. In answer to these criticisms a modification of the first scheme was devised. The Tripos was divided into six sections, two for each of the three languages included (English, French, and German). Of these two, one was modern with a slight admixture of medieval, the other wholly medieval and philological. Two sections were taken by each candidate in various combinations, the most usual being two of the more modern sections. A voluntary test of proficiency in the spoken language was added.

A development of this scheme obtains, I believe, at the present time. The demands of Oxford and London do not greatly differ from those of Cambridge, except that the Oxford examination restricts the candidate to one language, while in London one language with a subsidiary subject is required.\*

The first question that now naturally presents itself is: How far has the inclusion of Modern Languages as an Honours subject at the Universities been justified by the results? The second is: In what direction, if any, is there room for improvement and change? The answer to the first, in my view, is, that the study of Modern Languages (even with Medieval thrown in) has not proved equal to that of the Classics in producing that habit of mind which we speak of as scholarly. That is to say, it is possible to excel in a Modern Languages Tripos or equivalent examination at the Universities without that combination of sound learning, precision, and elegance of expression which we expect and find in a First-Class Classic. I am not convinced that this defect is inherent in the nature of Modern Languages as a subject of study. It is probably due to the fact that the school training has been far less careful and thorough. The remark may well here be made that we do not want the University examination in

Modern Languages to produce a scholar; we want it rather to enable a man to use freely and easily a language other than his own. But I do not find that on this side, either, the Universities have been markedly successful. And a remark such as the above brings us to the crux of the question. There is a marked tendency to throw over the old ideal—that the object of education is to train the mind—and to substitute for it the idea that it is to train a boy or girl for some vocation. This has always been the prevalent notion with regard to girls. 'How can Latin help Mary to be a good housekeeper? How can mathematics aid Phyllis in securing a husband?' As an answer to such questions, I would myself ask another: In what does life really consist? Is it in the performance of certain physical acts, or does it not mean the performance of certain mental acts? There is surely but one answer to this question: man is not a mere machine, but he is a thinking machine. And the affair of supreme importance in education is, therefore, to train the thought which moves the machine. To narrow down these general observations to the issue before us—the teaching of Modern Languages—I imagine a state of things in which (and this is not too wild an imagining) Europeans, at least, agree to adopt a common language. On the utilitarian theory we should no longer teach Modern Languages in our schools and colleges any more than—in obedience to that theory—we now teach Greek. The utilitarian may here exclaim that he does not want utility only; he, too, is glad to train the mind. But my point is, Which shall we put first? And I hold that, if we put the training of the mind first, the rest will follow.

To turn from criticism to positive statement: What I desire from the study of a language, ancient or modern, is that it shall widen the outlook and train the intelligence and reasoning powers. A language taught with this end in view will avail whether the language is needed for business or social purposes or whether

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\* External candidates must take two languages.—ED.

it is not ; whether the child, be he rich or poor, is likely to travel or not.

The study of a language trains the mind in two ways : (a) By demanding accuracy ; (b) by use of the reasoning powers in the understanding of the grammar and history of the language.

The outlook is widened by the acquaintance afforded with the life and thought of a race other than our own by the study of its literature, its history, and social customs. The first step to this end is facility in reading the language—a necessity which now often appears to be neglected.

I desire here to make it clear that I do not hold of no account a training in the spoken language. On the contrary, I especially wish it, though not on the grounds often advanced. I desire it—(1) because the literature, and especially the poetry, of a country loses a great part of its value when the reader cannot give a right value to the sounds ; (2) because it trains the ear to distinguish between one sound and another, and to appreciate better the beauty of certain sounds ; (3) because to learn to pronounce and speak correctly is as much a part of the training in accuracy as it is to learn to write correctly. But it is not my view that, after the early years, oral instruction should take the place of the use of books. Very few teachers are so great or wise as to be of more value than many books. There is, I think, a danger both in school and college of trusting too much to oral teaching. Again, I do not wish it to be supposed that in insisting upon the study of grammar, I mean the mere committing to memory of rules (though memory work must be done at every stage). I mean rather the intelligent comparing of the use of language by one nation and another ; the habit of giving the exact shade of meaning required in the use of the exact tense or case or position of words, the investigation of the principles which underlie the various grammatical rules. In this connection the history of the language has a place, and, in the case of French, the need of a knowledge of Latin is thus brought into prominence.

Altogether, the question of what standard of excellence in the language of his choice we, at the Universities, may expect of a student when he leaves school is one of special importance to us. At present, the students who come to us for guidance are at the most varied stages of proficiency and have the most varied knowledge. I think it is not unreasonable for us to make the following demands when a boy or girl comes to us first at the University with the view of studying a Modern Language : (1) That they shall be able to read the language chosen quickly and intelligently, and to extract information from works written in the language without reading them fully ; (2) that they shall be able to avoid gross mistakes of accident and syntax and to write an easy composition correctly ; (3) that they shall understand the language when it is spoken by a native of the country and pronounce it correctly. If we could be sure of this simple standard having been reached, our task would be comparatively easy. As it is we often have to spend a great deal of time over quite elementary work.

I come now directly to the question as to what improvements or changes I wish to see in the curricula of the Universities at the present time. It appears sometimes to be held that a distinction should be made between the University requirements for a student who intends to be a teacher and for one who has not that end in view. I draw no such line ; but I do differentiate to some extent between the students whose tastes are literary and those who have a special interest in philological study.

It will be apparent from what I have already said that, from my point of view, the curricula of Oxford, Cambridge, and London are on the whole on the right lines. That is to say, they include the study of the language proper, that of literature, and that of the history of the language. But I should like to see certain points further accentuated, others modified, and some aspects attended to which have hitherto escaped attention.

In the first place, I have become in-

creasingly convinced that it is essential to a student of literature to know something, however slight, of the historical events which form a background to that literature. And, further, I am increasingly sure that he cannot appreciate properly any one period of literature unless he has some idea of the general chain of literary development leading up to and away from that period. I should like to think that this outline knowledge of history and general literature could be gained at school. When I recall my own childhood, it does not seem too much to expect. But I am told by experts that it is not possible. This, as I think, necessary framework must therefore be supplied during the first year at the University. I do not demand an examination in history, though in London the Intermediate Examination might well afford an opportunity for testing such knowledge. Possibly some plan could be devised by which evidence of a knowledge of history and of the general history of literature (I mean, of course, of the country concerned) could be offered without actual examination test.

My demand for history is, I believe, a new one for England. That for general literature is not new, though it is feared as giving opportunity for a mere textbook knowledge. Examination in literature presents very great difficulties. The amount of first-hand reading that can be accomplished in the course of two, or even three, years must of necessity be small when a considerable amount of time has to be devoted to other branches of the subject. And, on the other hand, the study of specified works by specified authors easily degenerates into something that is not literary training, and gives little scope for the development of the critical faculty and a discriminating taste. On the whole, an examination in a set period and set authors affords the best chance for testing these powers. But I repeat that such a specialized study must rest on an outline knowledge of general literature, whether tested by examination

or not. In passing, I may remark that, in an Honours Examination in literature, the candidate should certainly be required to write his answers in the language he is studying. The practice involved in writing the language is excellent; and it is easier to come near to the spirit of the foreign author when we are attempting to write his language than when we use our own.

The mention of writing the language brings me to the art of composition. I think it is here that we do not, on the whole, set a high enough standard with regard to accuracy and nicety of expression. Our best students write accurately—some even with style. But we do pass through the examination-sieve candidates whose grammar and syntax leave much to be desired. This criticism holds, not only of foreign languages, but of English. It ought not to be possible, as it is, to obtain high honours in English and yet to write ungrammatically.

In dealing with style, the art of translation is one that should not be neglected. Here again the teacher—not only at the University, but at the school—should not be satisfied with a slipshod English rendering of a passage from a foreign author, but should be trained to look upon translation as an art, and to take into account the period and style of the model passage when turning it into English.

If sufficient stress is not laid on accurate composition, still less is it adequate as regards the spoken language. A good accent and facility of speech cannot, as I have said, be acquired during the University years, unless a good start has been made at school. But the schools will follow the Universities if they agree in demanding some excellence in an oral examination. I am disposed to think that the oral test should concern itself with excellence of expression only, and that the candidate should stand and fall by this, and not by the subject-matter of the questions addressed to him at the interview. He is often too nervous to give a fair impression of himself.

Turning now to philology, while I hold

that a study of the history of the language and of certain typical medieval and ancient texts is important for all Honours students in Modern Languages, I am of opinion that there is a tendency to insist too much on the philology, to the detriment of the other sides of the subject. This danger can be avoided by allowing a certain number of alternative papers in the examination which would permit candidates, subject to certain requirements in common, to specialize on the literary or the philological side, as their natural bent directed.

I take it for granted that a part of the student's University time will be spent abroad. At least two vacations ought to be passed in this way. This is already usual, but I think some of the time is now often wasted. It is desirable that there should be some systematic planning of holiday courses at the foreign Universities, to suit the requirements of students from the English Universities. I should like to see these courses include lectures on the social institutions and social history of the country. I have often wondered whether a still more comprehensive scheme might not be devised, by which one year out of three was spent by the undergraduate at a foreign University. But so far the difficulties of obtaining a systematic course of instruction in this way have appeared to me insuperable.

To sum up, as regards Honours Undergraduate work, I ask for a higher standard of excellence in composition and speech, a lessening of the load of philology, more opportunity to specialize in literature, a knowledge of history, and a more systematic use of the time spent abroad.

So far I have spoken of the work of candidates for Honours. I have too little knowledge of the attainment of 'Pass' candidates who take a Modern Language as part of their course to speak without great hesitation. But such experience as I have leads me to think that we ask both too much and too little. We demand a smattering of historical grammar which might, in my view, be omitted, and we are content with a very low performance

in so far as composition, translation, and speaking are concerned. I should like to see this improved, and to include more general literature than I at present find in the syllabuses which I know. Hitherto I have spoken only of undergraduate work. That of the post-graduate is less easy to deal with, and can, perhaps, be better left to take care of itself. Undoubtedly the ideal for the post-graduate student is that he should undertake original work. But not everyone who has sufficient love of study to desire to prolong his University time has the capacity for doing anything truly original. And there is a fear lest, when a degree such as the M.A. is given on a 'Research' Thesis, that a good deal of inferior, unoriginal work will be produced which is of no value to the world and is harmful to the candidate, by satisfying him with a low standard.

Research work that is to be of any value must surely be based on a great deal of knowledge; and I am of opinion that the final sum of learning would be greater if the young post-graduate student was not urged, to the extent he now is, to 'produce' something. We cannot have too much original work, but it is quite possible to have too much work that is not original, though it professes to be so.

Whatever post-graduate examination tests are offered by the Universities, they should, it appears to me, even more than those for undergraduates, demand great nicety of expression and attention to style, while calling forth the student's powers of thought and of independent investigation.

To sum up the whole matter: In my view, the Universities should set before themselves as their aim to make of the student of Modern Languages a scholar—not a dry-as-dust pedant, but a scholar in the best sense of the word—a man who loves learning for its own sake, who has in horror all that is slipshod and superficial, who can work on patiently and with enthusiasm without seeing any ready-made results, and who, ever pursuing a great and distant goal, will not rest satisfied with anything short of the unattainable.

Professor MILNER-BARRY followed with his paper: Among the aims of the Modern Language Association I find the following: '(b) To obtain for Modern Languages the status in the educational curricula of the country to which their intrinsic value, as instruments of mental discipline and culture, entitles them, apart from their acknowledged scientific and utilitarian importance.' This is the second article of our creed, and I quote it now because in any discussion of Modern Languages at the Universities we are bound to ask ourselves whether, in the nineteen or twenty years which have elapsed since the founding of our Association, we have achieved any marked success in our very necessary programme. Our activities have ranged over such complex problems as the qualifications and training of Modern Language teachers, the style and manner of examinations, the utility of Holiday Courses. I believe we are entitled to take some little credit for focussing the reasoned opinion of teachers of Modern Languages on these matters and pointing the path to reform. In method, too, we have not been idle, and it must be a great satisfaction to the members of our Association that the very suggestive circular of the Board of Education, No. 797 (Memoranda on Teaching and Organization in Secondary Schools: Modern Languages), was drawn up after the Modern Language Association had ample opportunity of making its views known to the Board.

Many lets and hindrances have been removed or are yielding to treatment; but I fear it must be admitted that in the main we are still confronted by the amazing phenomenon that while some Universities still insist on two ancient languages, others on one, as a necessary condition for an Arts degree, no University, as far as I am aware, insists on a similar compulsory test in the case of one Modern Language. Modern Language teachers are still engaged in an uphill fight, and are, I hope, prepared to struggle equally for compulsory English and voluntary Greek, voluntary Latin

voluntary French, voluntary German, and, may I add, voluntary Welsh, in such combinations as those who control the curricula of the Universities may in their wisdom devise.

Having thrown down this preliminary apple of discord, I propose briefly to outline the course of Modern Languages which the University of Wales provides for teachers and others, and then, by way of conclusion, to indicate the reforms which seem to me desirable to equip our future Modern Language teachers more thoroughly for the high calling for which they are destined in the warfare of humanity.

The University city in which I have the honour to reside produces teachers, preachers, and slate; but the slate trade, I regret to say, is not what it was, and I fear that the pinch of poverty is hampering somewhat the utility of the educational ladder by which promising children from the quarry districts pass from the elementary schools to the intermediate schools as free placers, and hence as county scholars or entrance scholars to one or other of the three Welsh colleges—Bangor, Aberystwyth, and Cardiff. Some hard things have recently been said about the Welsh educational system, and cast a momentary gloom over our Christmas festivities across the border. I do not endorse these strictures. I believe that the Welsh system is in broad outline educationally sound; the educational ladder is a solid structure. But educational as well as other structures require substantial funds to be spent on maintenance, and these funds have at present run dry. It is unfortunately true that certain of the Welsh intermediate schools are at the present moment faced with the unpleasant consequences of bankruptcy—I speak feelingly as a Governor of two Welsh intermediate schools—and are looking with anxious eyes for increased State or local support—for more succulent, rare, and refreshing fruit.

The University of Wales recruits its students mainly from the ninety-six Welsh intermediate schools which were

brought into being or reorganized by the Welsh Intermediate Act of 1889. The University itself was founded some four years later, and is, I believe, the sole federal University which now survives in the United Kingdom.

The Central Welsh Board is a democratic body of some hundred members, drawn from all classes of society in Wales, and representative of many interests—the University, secondary schools, primary schools, county councils, etc.

The Board examines and inspects the schools, awards certificates, and in this way may claim to be a sort of educational council for the secondary schools; but it possesses no control over the Welsh University.

For the purposes of entry to the University of Wales the Senior Certificate of the Board is accepted in lieu of the Matriculation Examination. As this certificate, whether Senior or Matriculation, has a not insignificant bearing on the curricula of the schools and the subsequent course of study at the University, it may be well to glance at its provisions.

There are four compulsory subjects—English Language, History, Mathematics, Latin—and two other subjects, of which not more than one may be taken from any group:

Group 1. Greek.

„ 2. Welsh or French or German.

„ 3. Mechanics or Physics.

„ 4. Chemistry or Botany.

A study of this scheme therefore shows that it is quite possible for a Welsh student to enter the University without any knowledge of French or German, and one practical result is that Welsh and French are rather thrown into competition with one another in the schools, while German is rarely offered as a matriculation subject.

Rightly or wrongly, this matriculation scheme seems to place a premium on bilingualism, and, as it is the matriculation subjects which are usually pursued by students for a University degree, it follows that the chances of German making head-

way are rather remote. The recent circular of the Board of Education, No. 797, observes apropos of the overcrowding of the time table: 'In practically all Universities Latin is required as a necessary subject for those who proceed to a degree in Arts, and consequently it is generally German that has been dropped.' The Board takes no cognizance of the special problems which Wales affords; but the matter is none the less urgent, and must claim the attention of all those who are interested in linguistic studies in Wales, for the Annual Report of the Central Welsh Board issued last month contains the following significant passage: 'It is peculiarly interesting to note, on analyzing the scope and extent of the written examination, that while Welsh has steadily increased in popularity among the students, other languages have very considerably fallen off.'

National sentiment in Wales demands the study of the Welsh language, which is, as the Chancellor of the Exchequer tells us, the 'language of Paradise.' Whether quite the right method of preserving the language has been discovered is another matter, and need not be discussed here; but in view of the indisputable evidence of the Central Welsh Board as to the popularity of Welsh, the interest of the Welsh people in education generally, and the sacrifices they have made in the cause of education, I certainly believe that bilingual Wales should ask the question whether the time has not come to encourage to the utmost extent alternative curricula in the Welsh University, and strike a balance between compulsory English, and other languages ancient or modern, Celtic, Italic-Hellenic, Romance, Teutonic, pursued on a voluntary basis.

Let me now turn to the more practical side of the question—what the Modern Language student who intends to become a teacher does at the University of Wales.

His or her course is very different from that of a Modern Language student, say, at Oxford or Cambridge, who practically

is able to specialize from the moment he enters the University.

An approved course of study for the degree of B.A. in the University of Wales must consist of at least nine separate courses. (N.B.—'Course' implies attendance at lectures and subsequent sessional examination.)

These courses must include (a) an Intermediate Course in either Greek or Latin; (b) an Intermediate Course in one of the following subjects: Philosophy, Mathematics, Physics, Chemistry, Botany, Zoology.

In other words, all students on the Arts side must, whatever their special subject be, take either Latin or Greek and one science subject in their first year.

The courses are of three grades:

Intermediate, with examination at end of first year.

Ordinary, with examination at end of second year.

Special, with examination at end of third year.

Or Honours, if the ordinary course has been pursued in the first year, as it may be under certain conditions; otherwise the Honours Course examination takes place at the end of the fourth year.

Now, as far as my observation goes, the Intermediate or First Year Courses in their scope and substance are far more suitable for school than academic work, and for intelligent pupils the pursuance of Intermediate Courses in the University of Wales is merely beating the air. Fortunately, the difficulty is more apparent than real, for means have been devised by which Honours students are allowed on entrance to pursue at once two ordinary courses. The conditions to be fulfilled are either the attainment of a certain standard of merit in the College Scholarship Examination, or the possession of a Higher Certificate of the Oxford and Cambridge Joint Board, or of an Honours Certificate of the Central Welsh Board, such certificate being usually taken two

years after the Senior Certificate, which is the exemption from matriculation.

An Honours student in Modern Languages, French or German, or both, usually enters the University holding the Honours Certificate of the Central Welsh Board. The scope of the examination in French or German for this certificate is on the same lines, and certainly does not err on the side of leniency. The following is the syllabus in German for 1913:

Paper 1. Translation into English of unprepared passages in prose and verse (Higher Standard).

2. Grammar, including the elements of the history of the language.

3. Translation from English into German. Original composition (subject to be based on one of the prescribed books or the prescribed period).

4. *Either* general study of the History of German Literature from 1748 to 1805, with a special study of Schiller, *Maria Stuart*; Lessing, *Nathan der Weise*; Goethe, *Dichtung und Wahrheit*, Books I. and II.; Kleist, *Prinz Heinrich von Homburg*. Or, as an alternative, a more searching test on the Literature without any set books.

Finally, an oral test in dictation, reading, and conversation.

Now, there is no doubt that a Modern Language student who comes to the University possessed of a certificate on these lines in either French or German is admirably equipped for starting on the University Course; but as regards German such candidates are few and far between, from causes which I shall deal with later on.

Such a student is entitled to omit the Intermediate Course, and starts at once on the Ordinary Course, which, as a rule, is taken in the second year.

The courses in the University are as follows (I limit myself to the current courses in German at Bangor):

#### I. INTERMEDIATE COURSE.

1. *Unprepared Translation*.—The study of works selected with a view to enable

students to translate into English unprepared passages of German prose and verse of ordinary difficulty, and to deal with grammatical questions arising out of such passages.

2. *Grammar.*

3. *Composition.*—(a) Translation into German of English sentences illustrative of the principles of German syntax.

(b) Translation into German of easy passages of continuous English prose.

*Hours.*—Three per week.

## II. ORDINARY COURSE.

1. *Literature.*—The study of a group of prescribed German works illustrative of some important literary movement, or of the literary development of some prominent author, with treatment of questions on literature, grammar, and prosody relevant thereto.

For session 1912-13 the prescribed subjects are—Goethe and Schiller from 1794 to 1805, with special study of Goethe, *Hermann und Dorothea*, and Schiller, *Wallenstein*.

2. *Unprepared Translation.*—Translation into English of passages from unprepared German books.

3. *Composition.*—Translation into German of passages of continuous English prose.

4. *Literature.*—Outlines of the History of German Literature to the death of Goethe.

*Hours.*—Four per week.

## III. SPECIAL COURSE.

1. *Literature.*—(i.) The study of the books prescribed for the Ordinary Course.

(ii.) *Either A.*—A special subject under the superintendence of the Professor.

For 1912-13: Life and works of *Victor von Scheffel*, with special study of *Der Trompeter von Säckingen* (complete) and *Ekkehard* (edited by Hager).

*Or B.*—Der Nibelunge Nôt (Götschen, No. 1), with elements of Middle High German grammar.

2. *Unprepared Translation.*—Translation into English of passages from unpre-

scribed German books, of greater difficulty than in the Ordinary Course.

3. *Composition.*—Translation into German of passages of English prose of greater difficulty than in the Ordinary Course.

## IV. HONOURS COURSE.

1. *History of the German Drama from 1800 to 1885.*—Prescribed books: Schiller, *Maria Stuart*, *Jungfrau von Orleans*; Goethe, *Faust*, I. and II.; Grillparzer, *König Ottokars Glück und Ende*; Halm, *Der Fechter von Ravenna*; Gutzkow, *Uriel Acosta*; Hebbel, *Die Nibelungen*; Wildenbruch, *Harold*.

2. *Language.*

(i.) Historical German grammar.

(ii.) *Althochdeutsche Literatur*; (Sammlung Götschen, 28) (*Denkmäler* 1—6 inclusive, 10, 13, 14, 15, 16, 18).

*Kudrun* (Sammlung Götschen, 10).

*Minnesang und Spruchdichtung* (Sammlung Götschen, 23).

Hartmann von Aue, Wolfram von Eschenbach, and Gottfried von Strassburg (Sammlung Götschen, 22).

3. *Unprepared Translation* from medieval and modern texts.

4. *German Prose Composition*, including essay-writing.

5. *Reading and Conversation.*

It must, however, be remembered that these schemes are only part of a student's work for this degree, which has to include pursuance of nine courses—an Honours Course counting as two.

Assuming that a student in German entered possessed of the Central Welsh Board Honours Certificate, and was anxious to complete the Honours Course in three years, this time-table might work out on the lines of the following grouping:

First Year.	Second Year.	Third Year.
Ordinary French.	Special French.	
Ordinary German.	Honours German.	Honours German.
Intermediate Latin.	Ordinary Latin.	
Intermediate Philosophy or another Science subject.		

Thus, if students attempt honours in three years, there is only one year of work at the Honours subjects unhampered by other considerations, and, taking the whole course into account, it will be seen that the time given to the Honours subject throughout the course does not amount to much more than one-half of the time spent on the degree. Surely this state of things calls for reform, and the reform which suggests itself as most feasible is to stiffen up the matriculation, or impose an additional examination at entrance which shall liberate Honours candidates for specialized work in their special subject or subjects. I believe such a reform is not far removed from the sphere of practical politics.

With regard to our present scheme—the system of instruction in German—I shall heartily welcome the criticisms of colleagues; for I am by no means convinced that it is perfect, and I am not sure that the Honours Course is not under present circumstances overloaded.

You will notice two things. In the first place, there is no compulsory oral test till the Honours stage is reached. 'The oral test' (I quote the regulations) 'shall include reading aloud, dictation, and conversation. The conversation shall be so conducted as to test the candidate's powers of exposition as well as his command of colloquial phraseology.' The test is at present compulsory on the Honours students, and may be taken by candidates who have completed a Special Course. I hope before long that an oral test may be imposed as a part of the examination in Modern Languages in every grade; it is advocated by many of my colleagues in Wales.

Secondly, essay-writing is only demanded in the Honours stage; but here, again, I fancy reform is imminent, for some two or three years ago we so amended our matriculation regulations as to include 'easy translation from English into the foreign language, consisting of a continuous passage and short colloquial sentences, and easy free composition.'

Personally, I have always strongly advocated this form of test, and it will need but little rearrangement to include free as well as set compositions in all the University examinations.

Before indulging in the lamentation with which I intend to conclude this paper I may touch on one or two more pleasant themes which help to smooth the path of the Modern Language student and teacher. In the first place, owing to the generosity of friends of the college, we are enabled year by year to send some of our promising students abroad in the Long Vacation. These Holiday Exhibitions—of which in recent years we have always awarded two, and which I hope we shall be able to increase to three or four in the coming year—are tenable at approved Holiday Courses; but, by what I believe to be a wise move on the part of the Senate, the head of the department concerned, whether French or German, has discretion to vary this regulation, and arrange for the students to be placed in private families, far from the madding influences of Holiday Course picnics. I have no hesitation in expressing the opinion that this system of isolation in a German- or French-speaking family has proved of genuine benefit to the students. Secondly, we have in the University of Wales a Gilchrist Studentship which is awarded annually to a Modern Language graduate in Honours, and which enables a student who is going to teach to follow an approved course for a year at a French or German University. In addition to this, there are a good number of post-graduate studentships and fellowships, either college or University, for which the claims of really first-rate Modern Language students are considered.

I pass now to my lamentation. It is on the difficulty of keeping German alive in the schools. The subject is not altogether unfamiliar, and has frequently occupied the attention of our Association.

I believe German was in a better position in the Welsh schools fifteen years ago than it is to-day; at any rate, the number

taking German in the Central Welsh Board has now fallen to 67 from eight schools, as against 181 in 1909. The Welsh National Movement, which lays great stress on the teaching of Welsh, has probably drawn off students from both French and German, and year by year the study of German declines in the schools.

The position became so serious some years ago that the University of Wales made an Intermediate Course in German compulsory on students who were reading for English Honours, which is a popular course in the University. It was felt that the power to read German would be of great value to such students, and it was hoped that the schools would follow the lead of the University, and that an impetus would thus be given to the study of German. These hopes have to a great extent been falsified; the schools did not do the work, with the result that the teaching of elementary German has now been thrown on the University, and many English Honours students spend part of their first year in learning the elements of German in a junior class, and part of their second year in pursuing the Intermediate Course; and if disaster should overtake them at the end of their second year, and they should fail in the University Examination, the Gilbertian situation is reached in which the student whose knowledge of German was to help to English Honours is doing elementary German in the third year of the English Honours Course.

Personally, I believe that every means has been tried to prevent the decay of German in the Welsh schools, and failure must be confessed. The remedy which I should like to see adopted would be to introduce and encourage in the schools an alternative curriculum—to accept German as an alternative to Latin in the Welsh matriculation, and to remodel our University courses, so that under carefully guarded conditions we could offer an Honours scheme which should at least be as sound educationally as the present schemes, containing as they do compulsory Intermediate Latin or Greek. As far as

Modern Languages are concerned, I should like a *four years'* course to be compulsory, and I think we ought to give students facilities for spending the third year at a foreign University. The courses should, to my mind, include a knowledge of the history of the countries concerned. This point of view—the correlation of Modern Languages and history—was under the consideration of the Modern Language Association some few years ago, when the report on the qualifications and training of Modern Language teachers was drawn up, and has recently been ably urged by Mr. Stanley Leathes. From personal observation, I have formed the opinion that our students of Modern Languages have far less knowledge of the history of France and Germany than is possessed by the average German boy or girl of the history of our country. I believe the time has come for the members of our Association to deliberate on this question of a modern curriculum, and to attempt to influence public opinion in this direction. Many prejudices must be overcome, but it is, at least, a healthy sign of the spirit of the age to find a pronouncement upon this topic to the effect 'that the movement for broadening the basis of curricula has the sympathy of most on-lookers.' These words, which were spoken by Professor Spencer Wilkinson at the anniversary dinner of the A.M.A. some few days ago, should carry great weight, because they give the reasoned opinion of a man who for years has made a special study of educational curricula. Let us not forget that we have on our side experienced teachers—Mr. A. C. Benson, Mr. Storr (Professor Skeat and Mr. Eve, alas! are no longer with us)—all of whom, by their training, have been entitled to speak on this subject with great emphasis.

To these names I would add that of my colleague, Professor E. Vernon Arnold, of Bangor, the Director of our Latin Holiday Courses, who advocates as eloquently as any member of our own Association wider recognition for modern studies at the Universities.

I therefore urge the Association to

further strenuous efforts to liberate us from the shackles of the conventional one or two compulsory ancient languages, believing as I do that the time has arrived when Modern Language teachers can offer a curriculum which is at least as stimulating and at least as humane as the older studies.

Compulsory Latin cannot now be regarded as the sovran remedy for all educational diseases. In the past, when the curriculum was narrow, it healed, or arrested decay. In the present, its application can no longer be universal, and those who would prescribe it on all occasions and under all circumstances degrade one of the great educational subjects and turn it into an ugly creature—which threatens to become at once the Octopus and Minotaur of modern education.

Professor BREUL (Cambridge) opened the discussion, and emphasized the close connection between History and Literature. In opposition to Miss Tuke, he maintained that Modern Languages at Cambridge had proved a success, though not yet complete. It was important to fix the standard to be expected on entering the University and to say what the irreducible minimum should be. He hoped to see this on the agenda paper next year. He considered that it was difficult to test the knowledge of literature by an examination paper, and suggested that it might be more satisfactory to test it by an oral examination. He did not agree that answers should be written in the foreign idiom. He admitted the low standard in composition, but progress was being made. The severity of the marking should be gradually increased. It was in his opinion inadvisable to interrupt the course by a year's residence abroad.

Miss POPE (Oxford) called attention to the fact that the study of social history was prescribed for the Honours Modern Language students at Oxford. Alluding to Miss Tuke's rather depreciating view of the value of Modern Languages in supplying mental training, she said it was too soon to form a decided opinion, but that

she was convinced that the condition of success of Modern Language University studies lay in the restriction of the final Honours Examination to one language and literature. That alone would allow time to students to form their taste and judgment by the study of the literature at first hand. Speaking practically to teachers, also, it seemed to her that concentration on one Modern Language was essential. The mastery of the language required by modern methods could not be obtained without the combination of a year's residence in the country with the University course. That meant a four years' course, at any rate. Add to this a year's training, and it was obvious that the study of a second Modern Language, involving a further year abroad, was out of the question.

Miss RYAN (Cork) thought that post-graduate work need not always be research work. She defended the study of philology, and considered it could be made more living by correlating it with history.

Miss JOHNSON (Bedford College) recommended work involving the use of the spoken language, such as oral composition. She thought, too, that students might be required to give an occasional lecture.

Professor BARBIER (Aberystwyth) did not agree with Dr. Breul as to residence abroad. The regulations of the University of Wales made it possible for a student to spend his two first sessions at a college, then a third year at a foreign University, and to come back for his fourth and last session at his college. Such a plan offered great advantages. After the completion of the first year of his Honours Course was just the time to send him abroad. The student would thus gain a better knowledge of modern French, and would learn about the country, its people, its manners. He would live a French life, and would write the language with greater ease and correctness, and would speak it more fluently. All this would add to the interest he would take in his work, not to speak of the influence it might have on other students in the department.

Mr. S. A. RICHARDS was of opinion that

in Modern Language teaching scholarship was what should be aimed at, and that any change in the direction of what had been called a more utilitarian course for teachers would be a change in the wrong direction. There was nothing necessarily contradictory in the two ideals.

As regards the more practical side of modern languages—composition, conversation, etc.—surely we had a right to expect that the student should acquire proficiency in this part of his subject before attempting a higher degree. He strongly deprecated any attempt to cut down philology or the study of medieval literature.

He fully endorsed the remarks of a previous speaker as to the value of co-operation between teacher and student. We should aim at keeping the standard of University teaching as high as possible.

Mr. CLOUDESLEY BEERETON hoped to enlighten the discussion by the enunciation of certain truths of the type of Monsieur de la Palice. They studied language because it was the key to literature. Many people seemed to stop there; but it appeared highly necessary to add that they studied literature because it in turn was the key to self-expression and self-explanation. Man was not merely a 'thinking machine,' not merely intellectual, as Miss Tuke seemed to think; he had also moral and æsthetic qualities, and literature was shorn of half its value if its study did not directly or indirectly train the tastes, the affections, the emotions of the student, or, in other words, the human qualities—the humanities in their deepest sense. The old-fashioned antithesis between academic and utilitarian was a false, or at least a lopsided one. The true one was between general education and professional education, between training for life and for livelihood. Anyhow, true education must take into account the interweaving of these, especially in the later years of the student. This was, in fact, the ideal of every University in the Middle Ages. They one and all gave a professional training based on a general educa-

tion. It was absurd to demand the same standard in Modern Language studies as in classical till the time devoted to the subjects in the schools was approximately the same. Students should not be required to know two Modern Languages. What was wanted were teachers not of both French and German, nor of French or German only, but of French and *English*, or German and *English*. Why should the teachers of Modern Languages, who are paid no more than their classical and mathematical colleagues, be expected to spend a year longer over their education? If, as seems necessary, they should spend a year abroad, could not the Treasury, which gave £100,000 a year to the Universities, follow the example of the French Government, and create a certain number of travelling scholarships ('Boursiers d'État'), to be divided up among the Universities? The details of such a scheme could easily be worked out. He hoped the Executive Committee of the Modern Language Association would frame a definite scheme and approach the Board of Education.

Mr. SIEPMANN said: Miss Tuke has pointed out that a classical education produces more satisfactory results than any other, owing to the development of the mental faculties and the capacity of grappling with the problems of life. Lord Haldane, in a recent address, stated that as a general rule the best men for the higher Civil Service were those who had received a classical education at the public schools and at the University. But the inference was drawn constantly that thereby the superiority of a training based on a classical curriculum over that based on a rational study of Modern Languages was established—a conclusion which was far from being justified, because hitherto the ablest and most intelligent boys at the public schools have been induced to follow the classical course. The fact is that Modern Languages in this country have as yet never been given a chance, and it is quite impossible to say whether a sound education based on them will not

produce quite as good, or even better, men. This is partly due to a long tradition in favour of the classical course, and partly to the fact that examining bodies such as the Civil Service Commissioners assign to Modern Languages a secondary place. In the examination for the Home, Indian, and Colonial Services the marks assigned to French and German are 1,200, whilst those assigned to Latin and Greek are 2,200. A Mathematician who takes Mathematics and Physics has a maximum of 3,000 marks to start with; a Scientist has equally 3,000 at his disposal; a Classic taking Latin and Greek and Ancient History commands 3,200; whilst a Modern Language man who takes French and German, with General Modern History, has a maximum of only 1,700 assigned to him. It is obvious that Modern Languages are so severely handicapped that they are only of value as subsidiary subjects. But until the day when French and German are given the same status in the Civil Service Examinations as other important branches of knowledge, it is idle to talk of their inferiority, because the case has not been put to the test. For all we know at present, it is quite possible that the Modern humanities may prove to be the most excellent instruments in existence for the training of the human mind, provided, of course, that they are taught and studied in a liberal and comprehensive spirit.

MR. RIPPMAUN supported Mr. Siepmann's contention that those who had chiefly studied Modern Languages did not receive sufficient encouragement from the Civil Service Commissioners, higher marks being obtainable in Classics than for the same amount of study in French and German, or the same marks being obtainable for a lower standard in Classics. He maintained that a comparison of the papers set in French and Latin, in the Competition for Junior Appointments, would show that those in French were distinctly harder, and that the marks obtainable by a Classical Honours man in the Competition for the India Civil

Service, etc., were much in excess of those that could be obtained by one who had taken Honours in Modern Languages.

The morning session was concluded by a lucid, thoughtful paper (see p. 73) by Professor Cazamian, who showed a profound knowledge of English life and thought.

In the afternoon Mr. Cloudesley Brereton read a highly useful and interesting paper—'Suggestions for Improvements in the Teaching of Modern Languages.' This has appeared in the *Journal of Education* (April), to which we refer our readers.

Mr. Brereton dealt in his usual energetic fashion with the various phases of modern language teaching, with organization, the need of small classes for beginners, with the co-ordination of teachers, and the proper division of labour (one teacher for dictation and conversation, another for general work, two voices being a great advantage), with the value of phonetic charts (a labour-saving device), of *syllabaires*, of gramophones, of games, of songs, of dramatized stories, with grammar and written work (a little, but often), and with free composition (to be written in a separate book, not on fly-leaves, and after the manner of the French *dissertation*).

MR. S. A. RICHARDS said:

At my school we get over the difficulty presented by junior scholars by keeping them together for a year and covering as much ground as possible in that time. As they are picked boys, they advance quickly and are ready to drop into their proper places at the end of the year.

As regards the teaching of pronunciation and large classes, much may be done by chorus work, though this method will not carry us far except for this specific purpose.

A *syllabaire* is indispensable in the early stages. I found it so necessary that I wrote my own. The gramophone I have found useful in the more advanced classes for the purpose of studying intonation. It also serves to confirm what the teacher has already impressed upon the class with

regard to pronunciation, and is a useful stimulus to interest if not used too often.

There is one justification for the written *questionnaire*, which at first sight seems unnecessary and undesirable. At a certain stage pupils are able to answer questions which they have before their eyes, when they would find great difficulty in doing so if they had to rely on the ear alone. Of course the aim of the teacher must be to dispense with the written question as soon as possible.

A French room, in which charts and pictures could be permanently hung, the gramophone kept, and where special sets of books would be ready to hand for occasional use, would be a great help. Few of us are fortunate enough to enjoy this, however. More often one has to go from room to room, and it is not very easy to carry charts, picture-postcards, gramophone, etc.

Mr. HANEURY observed that free conversations on any and every subject tended to land one in difficulties. Boys were soon gruelled for lack of knowledge of the correct technical words if conversations on bicycles or aeroplanes were attempted. Whereas, if they took as subject for conversation either a recent essay they had done in English, or some well-known story in history, they were able to draw upon a store of facts with which their minds were filled, and conversation did not flag. As regards grammar, he had found a little device of Direktor Walter of Frankfort of great help for verb drill.

Half a dozen horizontal and perpendicular lines were drawn across and down the board, and into the vacant squares were written the irregular verbs learnt. The moods and tenses were written at the top and down the sides in affirmative and negative combinations, and with the pointer the class could be practised either singly or in chorus in any person, mood, or tense in a whole group of verbs.

Mr. SIEPMANN said :

As regards the question whether French is better taught as a *form* subject or as a *set* subject (block system), the general

opinion seems to be that the 'block' system by which pupils are rearranged in sets according to their standard in French is preferable. But a far better and the most natural system for modern sides or schools seems to me to be to teach Modern Languages as form-subjects and to make the promotion to the next form entirely dependent on the fitness of the pupil in Modern Languages. The form-master should be a Modern Language man who teaches French and German or French and English subjects, and the form should form a homogeneous class in Modern Languages, just as it is regulated on the classical side by the standard the pupils have reached in Latin and Greek. Mathematics and Science may with advantage be taught in sets. English should be a form-subject, but should not affect promotion, because it is important that the standard should be determined by fitness in French and German, so that no great disparity in standard of knowledge should be possible in these subjects. Some disparity in their attainments in English is a lesser difficulty to deal with. I am convinced that it will be a considerable help towards the raising of the status of Modern Languages if they form the staple of a Modern Side education and as such are made the regular form-subjects in charge of a competent Modern Language master, just as Greek and Latin form the principal element in the classical forms.

Mr. RIPPMAAN said that, to judge from his experience, the 'block' system was almost the rule where the numbers (of staff and boys) rendered it practicable, unless proficiency in French and German determined promotion, which was obviously exceptional. He agreed with the reader of the paper in urging that there should be a recognized head of the Modern Language department in a school, who should not be expected to teach for more than fifteen hours a week. He did not believe in the necessity or desirability of having visiting teachers; such teachers complicated the time-table, and if they were to help with French or German con-

versation it would give rise, among the regular teachers, to a diminished sense of responsibility for oral work. The application of phonetics was becoming more and more general, and the number of teachers with phonetic training was increasing rapidly. Much advantage could be derived from a judicious use of chorus work, especially in teaching rhythm. It was advisable to divide a large class into two or three sections for chorus work, and for the teacher to read each breath group before the pupils did so, in order that they might acquire habits of good intonation.

Some help might be derived from talking-machine records as examples of foreign intonation, but for the teaching of individual sounds they were of little use, as had been recently stated by Dr. Panconcelli-Calzia, the most competent and unbiassed critic of phonograph and gramophone. Mr. Rippmann concluded by noting with pleasure that Mr. Brereton had used the term 'orthodox' with the meaning 'in accord with the Reform Method,' and wondering how many would have given it that meaning ten years ago.

### THE MODERN LANGUAGE MUDDLE.

SOME ten years ago a cry was raised in England that our Modern Language masters were not up to the standard of their Continental *confrères*. It was discovered that their methods were all wrong, their training ridiculous, their knowledge of the spoken language inadequate. Intelligent students were advised to go abroad (at their own expense, of course), and acquire a sound knowledge of the spoken language and of modern Continental methods. Some of them were sufficiently zealous to listen to the voice of the educational charmers, and if they ventured to demur for a moment at the cost of residence abroad, they were silenced by a glowing picture of the future. In this rosy future they, and they only, were to be in demand. Salaries were to rise in proportion to their outlay and to their efforts to fit themselves for University work. Many of these trusting ones are now back in this country after many years of organized preparation for the teaching of French in English Universities. They have a thorough knowledge of the language, they know the strength—and weakness—of French methods in their ancient native form and in their recent Germanized developments, and, strange as it may seem, they are still zealous. But where is the rosy future? Where is the future of any colour?

During their absence the educational

muddlers have forgotten what they were preaching ten years ago, and a second foreign invasion has set in. We have almost abandoned the employment of foreign teachers in our schools, not because we have any prejudice against them as foreigners, but simply because they have been tried and, in the majority of cases, found wanting. The good men among them have established their positions, and it is not my intention to refer to them here. I am merely dealing with facts.

Yet, in spite of this bitter experience, we are now following exactly the same course in our Universities. It might appear to the man in the street that, when it is a question of teaching French literature, no better man could be found than a Frenchman. To Modern Language experts the superiority of the foreigner is not so apparent. The Frenchmen who are coming over to us at present are members of one of two classes. They are either (a) men who have specialized in French literature, and who therefore know little or no English, or (b) men who have specialized in English, and who know no more about French literature than the intelligent English undergraduate. In neither case are they trained to teach French literature to English students; yet such training is not only desirable, it is absolutely necessary. The man of the

first category becomes a professor in England by mere chance. At some moment in his career he sees a good opening *outré Manche*, he happens to have an influential friend who has but a poor opinion of the English, and hey presto! he becomes professor in an English University. The man of class (*b*) finds that his profession is overcrowded in France, hears of a post in England, decides that he knows as much about the subject as the English candidates (who, he has always been taught to assume, know nothing), and in a few weeks he becomes an authority on French literature.

Nor must it be imagined that this will become of less frequent occurrence as time goes on. The contrary is the case. An appointment will shortly be made at the University of Liverpool (if it has not already been made). For this post the list of candidates bore the names of three persons—all Frenchmen! It is easy to see that, unless a determined stand is made, the invaders will increase in number. Secondary education in France is ridiculously cheap compared with ours, and few Frenchmen of average intelligence are prevented nowadays from having a University education. The market in France is overcrowded, and professors are advising their pupils to try their luck in England. When one considers the expense of the English secondary and University career and of the training abroad, the injustice of such competition is evident. It is not my intention, however, to dwell upon this side of the question, but before going on to the more important issue of the future of our Modern Language work generally in England, I venture, as a Lancashire man, to put an analogous case to the Liverpool merchant.

I suppose, then, that he is encouraged in his youth to study closely the cotton industry, then to visit, at his own expense, the cotton plantations of America and to make himself master of the industry in all its details. When he at length finds himself competent to direct some important house of business, he is offered a

subordinate post at a minimum wage, and it is explained to him that all the important posts are naturally reserved for American negroes, because they are born in the country where the cotton grows. I would not push this analogy far, I am aware of its weakness; but it is sufficiently apt to stand. If, in addition, the Liverpool merchant saw his favourite industry not increasing, but rather decreasing, would he not have a grievance?

It has recently been pointed out in this review that in France only native teachers can be appointed to posts in State schools and Universities. It was admitted that naturalized foreigners were eligible for such appointments. This admission was just, but it was too charitable. It should have been stated, at the same time, that such appointments were made *provided that the candidate had been trained in the French way, and had passed the examinations required to be passed by natives*.

This is an important point. It is not the fact that a candidate is a foreigner that gives him value in the eyes of the French, but the fact that, although a foreigner, he has been trained by French methods. What are the results of this system? The schools are supplied with excellent teachers; the Universities have men who are authorities on English, not only in France, but in England; their theses dealing with English authors are works of which the French may be justly proud. If, then, the system of native teachers gives better results in France than that of foreign teachers in England, why do we not apply it here? Are we to admit the superiority of the Frenchman in all fields of learning? Does he do better work in French because he is a Frenchman, and in English for the same reason? He is frequently convinced of this superiority, and herein lies his strength. This self-assurance is a powerful factor in teaching and in making one's way in the world. It should be met by a similar assurance on our part, instead of being received as an established fact to which we humbly bend the knee.

Before we wailed to the French we sought salvation from the Germans. We asked them to teach us French. Where are their pupils? Why do they not occupy the Chairs in our Universities? Continental professors to-day accord us nothing but pity for the state of our Modern Language teaching. The Germans have not been able to make us a reputation; the French have followed them in our schools and failed; when are the English to be tried? When we consider our exaggerated national pride which in some fields is pushed to dangerous limits, it seems almost unbelievable that a body of men could meekly invite the judgment of a foreigner to decide what is best for our own students. There may have been a time when such humiliation was necessary because we had too long neglected the subject ourselves. To-day this is not the case. We have the men, but because no career worthy of the name can be found for them, they are leaking out into other channels, and being lost to educational work. I have recently seen good men at Cambridge turning to journalism or commerce because they would not be contented with the post of Lecturer at £150 per annum after having spent large sums on their education. When such men ask, in reply to well-meant encouragement,

What is the use of waiting, at a factory overlooker's wage, while foreigners are appointed above our heads? what are we to reply? Can any sane person blame the intelligent student who deserts Modern Languages for some other branch while still at the University?

If we are to have our Modern Language schools filled with intelligent students; if we are to form a corps of capable men for research work; if we are to supply our schools and Universities with competent men whom we know, who have some knowledge of our character, our difficulties, and our ideals—then we must have the ladder clear all the way up, and room at the top for our best men.

It is time that the schools and the Universities learned the truth about this question. It is time that the man in the street knew how his money was being spent for him by irresponsible foreigners called in to advise the people whom he pays, and who admit to all the world that they are incompetent for the work they have undertaken.

To conclude, I submit this statement to be meditated upon by any Britishers who think that they are still masters in their own country. Talking yesterday to a distinguished French critic about the coming appointment at Liverpool, I mentioned that Mr. X. was practically sure of the post. Mr. X. is, of course, a Frenchman. The reply I received was as follows: 'That, monsieur, is, after all, only just. Mr. X. was in the running at London, and it is a natural consolation for him to be nominated at Liverpool.' This was said in all sincerity, with not the slightest tinge of irony.

We are a great nation! What London thinks to-day, Lancashire thinks to-morrow—if Paris consents!

LANCASTRIENSIS.

## CORRESPONDENCE.

### THE I.P.A. ALPHABET AND INDIAN SOUNDS.

May I be permitted to point out an error on p. 62 of your last issue. The I.P.A. Alphabet *does* distinguish between the 'dental' and 'cerebral' sounds, and has done so for years; see the *Principles of the International Phonetic Association*, 1912,

p. 13. It may interest your correspondent "A.E.I.," and perhaps other readers, to know that this pamphlet contains Urdu and Panjabi texts, and that Tamil and Telugu texts are to be published shortly in the *Maître Phonétique*. I should be happy to send copies of the *Principles* to anyone interested.

DANIEL JONES.

## LISTS OF FRENCH BOOKS IN ACTUAL USE.

## A.—HORNSEY COUNTY SCHOOL.\*

*A Four Years' Course is pursued, leading up to London Matriculation in the highest Form at the end of the fourth year.*

Average Age, September, 1912.	Year.	
11 yrs. 5 mos.	I.	Dent's First French Book.
13 yrs.	II.	1. Dent's Second French Book. 2. Dent's Première Grammaire Française. Dent's First Exercises in French Grammar. 3. Episodes en Action (J. S. Walters). Dent and Co. 4. Easy Free Composition in French (L. M. Bull). Dent and Co.
14 yrs.	III.	1. A Junior French Course (R. R. N. Baron). Methuen and Co. 2. Readers: Various— <i>e.g.</i> , La Dernière Classe (Daudet). Blackie's Little French Classics. Dent's Little French Readers are also good. 3. Dent's Première Grammaire Française. 4. Dent's First Exercises in French Grammar. 5. Easy Free Composition in French (L. M. Bull).
15 yrs. 2 mos.	IV.	MATRICULATION YEAR : 1. A Junior French Prose, as in Year III. 2. Readers: French Plays, various. <i>«</i> Prose— <i>e.g.</i> , Daudet's Lettres de mon Moulin. 3. Half-Hours with Modern French Authors. Book I. Hachette et Cie. 4. Nouvelle Grammaire Française (J. G. Anderson). Methuen and Co. 5. Exercices de Grammaire Française (J. G. Anderson). Methuen and Co. 6. Free Composition and Essay-Writing (Philibert and Pratt). Dent and Co.
16 yrs. 8 mos.		POST-MATRICULATION : 1. Advanced French Prose Composition (Baron). Methuen and Co. 2. Nouvelle Grammaire Française (J. G. Anderson). 3. Exercices de Grammaire Française (J. G. Anderson). 4. Readers: Plays — <i>e.g.</i> , Molière, Bourgeois Gentilhomme, L'Abbé de l'Épée (Bouilly), etc. Victor Hugo, Poems. Tony et sa Sœur en France (J. Duhamel). Dent and Co.

Note: German is not taught in the school.

\* Lists will be published in the order received and marked *A*, *B*, *C*, &c., whether the name of the school is given or not.—EDITOR.

## B.—HOLBORN ESTATE GRAMMAR SCHOOL.

Form.	Age.	Grammar and Composition.	Authors.
II.	10	Dent's First French Book.	
III.	11-12	Mansion's First Year of French.	Features of French Life (Dent). Contes et Légendes (Guerber). Le Docteur Mathéus (simplified from Erckmann-Chatrian). La Vache Enragée (Macé).
Special beginners	12-13	Rivington's First Book of Oral French.	
IV.	13-14	Première Grammaire Française (Dent's). Dent's First Exercises in French Grammar.	Features of French Life (Dent). Le Bourreau de Charles Premier (Dumas). [B.] Tales from Dumas. La Belle Nivernaise (Daudet). La Tulipe Noire (simplified text).
V.	14-15	Wellington College French Grammar. Supplementary Exercises to Heath's French Grammar. Dent's Easy Free Composition in French (Bull).	Le Petit Chose à l'École. [B.] Le Petit Chose à Paris. [B.] Le Chien du Capitaine (Enault). Le Voyage de M. Perrichon. La Poudre aux Yeux. La Fontaine, Shorter Fables. [B.]
VIb.	16-17	Weekley, French Prose Composition.	Molière, Avare. Racine: Esther, Les Plaideurs. La Fontaine, Longer Fables. [B.] Hugo: Aymerillot, Le Petit Roi de Galice. [B.] Hugo, Durande et Déruchette (Travailleurs de la Mer). [B.] Hugo, Waterloo (Les Misérables). [B.] Mignet, La Révolution Française. [B.] Gautier, Scenes of Travel. [B.] Mme. de Staël, Selections. [B.] Sedaine, Philosophe sans le Savoir. Cent Meilleurs Poèmes Français.
VIa.	17-18	Weekley, French Prose Composition. Weekley, Historical French Grammar.	Taine, La Fontaine et ses Fables. Taine, Voyage aux Pyrénées. Taine, Life, etc., by Salmon. Lanson, Histoire de la Littérature Française.

B. = Blackie's Texts.

## INTERESTING ARTICLES.

TIMES EDUCATIONAL SUPPLEMENT: (March 4) Compulsory Greek at the Universities (Stanley Leathes); Modern Language Teaching in our Universities (Dr. F. A. Hedgcock).

THE REVIEW OF REVIEWS: (March) Languages and Letter-Writing.

JOURNAL OF EDUCATION: (April) Suggestions for Improvements in the Teaching of Modern Languages (Cloudeley Brereton).

SCHOOL WORLD: (April) Grammatical Reforms (Professor Sonnenschein).

## FROM HERE AND THERE.

To the list of contributors to Mr. Bridge's wedding present should be added Mr. A. M. Saville and Miss M. J. Tuke.



*Bayerische Zeitschrift für das Real-schulwesen.* The editor of this publication is Dr. Ebner of Munich and not, as was stated in error (p. 64), Dr. Prosiegel, who is a sub-editor. It is published by C. Koch in Nürnberg.



Mr. J. SOWREY, Beaconsfield, Devonshire Rd., Merton, Surrey, would be glad to hear of phonographic records, either new or second-hand, of La Fontaine's Fables.



The Polyglot Club (Hon. Gen. Secretary, GEORGE YOUNG, Esq., 5 and 6, Clement's Inn, Strand, W.C.) has issued an attractive programme for the summer session (April to June). The Club is under the distinguished patronage of the Ambassadors of France, Spain, and Russia. The president for the year is Major-General Sir Alfred Turner, K.C.B.



We have received the first number of *La Revue Française*, published by l'Université des Lettres Françaises. It is interesting and well printed.



For an addition to the list of French books suitable for reading (see February number), we have to thank M. Veillet-Lavallée, who highly recommends, from the literary point of view, Lavisse's *Souvenirs*, which deals with village life in the nineteenth century.



FRENCH CHAIRS.—We understand that Liverpool University is about to follow the example of London, referred to in our last issue. Professor Bonnier is retiring. The post has not been advertised, and it has been decided that no Englishman need apply. Not only is this hole-and-corner method of appointment un-English, but to rule out Englishmen beforehand is a scandalous injustice which deserves to be

pilloried. It is to be hoped that some public protest will be made. Such action on the part of a University authority is contrary to the best interests of modern language teaching.



We congratulate Mr. W. G. Hartog on obtaining the degree of 'Docteur de l'Université' avec mention honorable.



The death of Mr. William Stothers, at the age of twenty, has deprived the Queen's University of Belfast of one of its most brilliant students, whose knowledge of French and German was such as to be almost incredible. He could give an almost faultless rendering of English into French, and by the assiduous daily practice of the sounds of the language had acquired such a perfect pronunciation and intonation that the acutest ear could scarcely detect that he was not a Frenchman. Although his health was far from good (he was aware that he could not be a long liver), he had read all Racine, most of Corneille and Molière, and could quote long passages from La Fontaine. His weekly French essay often ran into twenty to thirty pages. He was also an enthusiastic student of Latin and Greek, of the latter particularly.



The following elections have been announced at Pembroke College: To scholarships of £80 on the foundation of King Charles I. (*awarded for Modern Languages*): 1. Philip B. Bass, of the United Services College, Windsor (for French). 2. Bernard Yandell, of Victoria College, Jersey (for German).



During his recent visit to India, Mr. Daniel Jones gave courses of lectures on the 'Teaching of English Pronunciation,' with practical demonstration classes, at the Universities of Madras, the Panjab, and Bombay. He also gave in each centre a lecture on the 'Reform of English Spelling,' and at Lahore a lecture on the use of phonetics to missionaries.

## REVIEWS.

*Diaconus: Exercises in the Meaning of English.* By G. G. LOANE. Pp. 185. Price 3s. 6d. Macmillan. 1912.

This is a book that teachers who prepare students for the London Matriculation have long been looking for. It consists of 162 extracts from standard English authors, chiefly from those of the eighteenth century, with questions upon them. These questions form the *raison d'être* of the book. They consist of questions on analysis, paraphrasing, meaning of words, explanation of grammatical points, and on all those general topics that make the English paper at Matriculation one of the best tests of a candidate's common sense now existing in the examination world. To have good English to work on, instead of the scraps found in the usual cram-books, will be very refreshing to the teacher, and he has here plenty of material, and not merely those pieces which have been set in previous examinations. There is a good index, and the quotation on the title-page runs: "And Philip said: 'Understandest thou what thou readest?'"

*French Vocabulary for Repetition.* By J. P. R. MARICHAL. Pp. 137. Price 1s. 6d. Bell. 1912.

There are many teachers who abhor the idea of teaching vocabularies by mere rote. They maintain that a pupil should learn his words in a foreign language from reading good authors. Many go so far as to assert that even a translation of the word into English is wrong. To these this book will make no appeal. It aims at the acquiring of somewhat over 4,000 words, and these are given with their phonetic transcript and English equivalents in eleven divisions. Some teachers who have to prepare candidates for external examinations in inadequate time may find it useful for the unseen translation; but these probably possess already the collection issued some time ago by Storr and Anderson, or the fuller work of Lallemand and Ludwig. So we fear this book, which is well produced, will appeal to but few Modern Language teachers.

*Le Texte Expliqué. Recueil de Morceaux Choisis des Auteurs Français, arrangés en Groupes selon le Sujet traité, avec Explications détaillées, rédigées en Français. Cours moyen.* Selected and edited by E. J. A. GROVES, Senior French Master, Bradford Grammar School. Pp. 170. Price 2s. Blackie. 1912.

This book does not differ from the usual collection of unseens except in the fact that each piece is followed by explanatory notes in French, and the author maintains that it can be used equally well by the reform method teacher as by the adherent of the translation method. We are glad that the author does not carry the French notes too far, but allows translation occasionally to appear—e.g., on p. 38 he gives *mêlée* as 'larch,' although on p. 28 he explains *houx* as 'petit arbre toujours vert dont les feuilles sont armées de piquants. A la Noël on garnit les chambres de branches de houx.' The explanations are usually good, and those teachers who like to teach with snippets may like to use the book. But the reason for its existence is not entirely evident; the multiplication of textbooks can be explained, perhaps, by the desire of each master to have his own book and each publisher to issue a book of every kind. But it is a distressing evil.

*Molière en Récits.* By M. L. CHAPUZET and W. M. DANIELS. Pp. 222. Price 1s. 6d. Harrap. 1912.

This is another example of the useless multiplication of textbooks. It was only recently that a similar work was reviewed in these columns. Both attempt to do for Molière what the Lambs did for Shakespeare. The attempt is praiseworthy, but surely the text of Molière itself is not too difficult for pupils who can appreciate his humour and arguments. This book has a French-English vocabulary which is quite full; but it is better to give the general as well as the special meaning of the words—e.g., a student who used this book might think for the rest of his life that *la ruelle* was 'the boudoir' (p. 215). We note, too, the omission of *poème* (p. 148).

## MODERN LANGUAGE ASSOCIATION.

NOTE *RE* REPORT ON HOLIDAY COURSES.

It should have been indicated in the abstract of Part I. of the Report on Holiday Courses that the Courses at which the I.P.A. script is used are Caen, Honfleur, Lisieux, Paris (International Guild), and Rouen. It will be used at Versailles next year.

A meeting of the Executive Committee was held at the College of Preceptors on Saturday, March 29.

Present: Rev. Dr. Macgowan (chair), Messrs. Allpress, Cruttwell, von Glehn, Miss Hart, Messrs. Hutton, D. Jones, Rippmann, Miss Shearson, Mr. Twentymann, and the Hon. Secretary.

Letters of apology for absence were received from Miss Althaus, Messrs. Anderson, Payen-Payne, and Somerville.

The minutes of the last meeting were read and confirmed.

A Report drawn up by the Committee of the Conference Week was submitted. It was stated that thirteen Associations took part in the Conference, that probably about 1,000 persons were present at one meeting or another, and that the net cost had been so small that three-fifths of the Guarantee Fund could be returned. The amount returnable to the Association was £3 12s., of which the Committee asked to be allowed £1 1s. as part of a fund for meeting the preliminary expenses of next year's Conference. This was agreed to. It was also agreed to recommend to the General Committee that, as the Association would celebrate its majority next January, the Annual Meeting should be held in London in connection with the Conference Week. The Chairman and Hon. Secretary were appointed to represent the Association on the Joint Committee.

Miss J. E. Davies, Latymer Secondary

School, Edmonton, was added to the Exchange of Children Sub-Committee.

Two members who were three years in arrears with their subscriptions were deleted from the list.

Mr. von Glehn raised the question of continuing the inspection of Holiday Courses, and it was decided that this question should be discussed at the meeting of the General Committee on May 31.

It was resolved that no meeting of the Committee should be held in April.

The following seventeen new members were elected:

A. E. Appleton, B.A., Borough Polytechnic Institute, S.E.

Miss L. M. Brebner, L.L.A., Central Foundation School for Girls, and 11, Gordon Street, W.C.

Miss M. Bumpus, B.A., Girls' Municipal School, Norwich.

Watson Caldecott, M.A., School House, Wolverhampton.

Miss E. M. Chancellor, B.A., Victoria College, Belfast.

Miss M. Clendinning, B.A., Girls' Grammar School, Ashby-de-la-Zouch.

Miss J. Franklin, M.A., Burlington School, W.

Miss A. M. Fleet, B.A., S. Catherine's School, Bramley, Surrey.

C. H. Freeth, M.A., Harvey Grammar School, Folkestone.

Miss Florence A. Gillett, B.A., Tiffin's Girls' School, Kingston-on-Thames.

Miss K. M. Gribble, 1, The Green, Wimbledon Common, S.W.

Miss M. A. A. Körner, M.A. (Durham and London), Barr's Hill Secondary School, Coventry.

J. S. Lee, B.A., King Edward's School, Aston, Birmingham.

J. P. R. Marichal, L.-ès-L., Secondary School, Southend-on-Sea.

Miss E. M. Wainwright, B.A., Park School, Preston, Lancashire.

J. Stuart Walters, Docteur de l'Université, Wilson's Grammar School, Camberwell, S.E.

E. L. West, Loughton School, Loughton.

## EDITORIAL NOTES.

Sub-Editors: Miss BENTINCK-SMITH; Rev. W. OSBORNE BRIGSTOCKE; Mr. H. L. HUTTON; Mr. HARDRESS O'GRADY; Mr. De V. PAYEN-PAYNE; Miss E. STENT; Professor R. A. WILLIAMS.

Contributions and criticisms are invited on the following:

Modern Languages and a Liberal Education.

Lists of Books (see Mr. C. Brereton's note, p. 35). Contributors are requested to imitate the lists on pp. 107, 108, and begin with the lowest class.

Free Composition (see November, 1912, p. 205).

Anonymity will be permitted to the excessively modest and others.

Those who wish to make use of the Children's Exchange should communicate early with Miss Batchelor if they wish to have a choice of the best exchanges.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, April or May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, Cuilrathain, Harpenden, Herts.

The Journal is sent free to all Members of the Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Mr. H. M. Crutwell, Byron Hill, Harrow.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 7, South Hill Mansions, London, N.W.

The MODERN LANGUAGE REVIEW,

a Quarterly Journal of Medieval and Modern Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., *which must be prepaid*. It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who wish to take in or discontinue the REVIEW should communicate with the Hon. Secretary.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the under-mentioned subjects should be addressed to the persons named:—

**Exchange of Children:** Miss BATCHELOR, 1, Holly Cottage, Lymington, Hants.

**Magic Lantern Slides:** H. L. HUTTON, 2, College Gardens, Dulwich, S.E.

**Residence Abroad (Women):** Miss SANDYS, 30, East St. Helen's, Abingdon; **(Men):** The Hon. Secretary.

**Travelling Exhibition:** Miss HART, County Secondary School, Sydenham Hill Road, S.E.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

# MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN  
LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

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## L'ENSEIGNEMENT DU FRANÇAIS AUX ÉTATS-UNIS.\*

IL ne sort rien de la plume de M. G. Lanson dont on ne puisse, directement ou indirectement, tirer une leçon de méthode : 'Je prie . . . le lecteur de ne point se tromper sur la valeur que j'attribue aux remarques que je lui offre. J'ai pu user de tours affirmatifs, pour ne pas multiplier à l'excès les "peut-être," les "il me semble," ou les "on pourrait penser que." . . . J'ai pu user de phrases générales, parce que souvent il ne convenait pas de signaler expressément la source réelle ou l'occasion particulière de mon information. Qu'il soit bien entendu que je ne prétends pas avoir pénétré en trois mois la vie d'une des plus grandes nations du monde contemporain, pas même sa vie universitaire, que je n'ai pris avec cette

vie qu'un petit nombre de contacts fugitifs, trop peu ou trop vite pour fonder des jugements assurés. Qu'on ne voie dans ce que j'écris que des impressions, des "appréhensions," un effort pour coordonner et classer une collection de souvenirs et d'images emmagasinés au hasard des rencontres, une interprétation provisoire, limitée et point du tout arrogante des faits que j'ai vus et des témoignages que j'ai recueillis. C'est un questionnaire que j'offre à ceux qui viendront après moi pour guider leur curiosité, une liste de choses à regarder et d'inductions à vérifier' (pp. 23, 24).

On voudrait voir *L'Angleterre vue par un Français, La France vue par un Anglais*, passées, présentes, et futures, conçues selon le même esprit, hostile aux généralisations précipitées ; mais la citation vaut pour nous aussi, maîtres de classes ou de conférences. Combien de fois ne concluons-nous pas au delà de ce que

\* *Trois Mois d'Enseignement aux États-Unis : Notes et Impressions d'un Professeur Français.* Par M. GUSTAVE LANSON. Pp. iv+161, viii+298. Paris : Hachette. 1912.

nous connaissons directement, en philologie ou en histoire littéraire, au delà de ce que nous avons expérimenté des diverses méthodes d'enseignement ?

Voici sur l'enseignement secondaire et l'enseignement supérieur aux États-Unis quelques remarques, aussi condensées que possible, dont nous pouvons faire notre profit :

*Enseignement secondaire* (d'après le Collège de la Ville de New-York).

—(a) Choix des maîtres : 'Dans ce vaste pays, où la centralisation est faible encore, où l'unification n'est pas faite, où les institutions générales manquent, aucun esprit commun ne réunit les professeurs par-dessus la séparation des enseignements et la spécialité des méthodes. Le personnel n'a pas reçu d'éducation commune. . . . L'ordre est remarquable, mais extérieur et mécanique ; le concours des volontés n'est pas établi' (p. 100). (b) Le Latin : 'Beaucoup de professeurs d'Université témoignent que si on l'apprend beaucoup, on le sait très peu ;' et M. G. Lanson suggère cette explication du fait : 'Peut-être l'étude du latin demeure-t-elle trop exclusivement grammaticale jusqu'au moment où elle devient exclusivement philologique' (p. 99). (c) Le Français : 'A en juger par les résultats, l'enseignement du français est vraiment bon' (p. 101). Quelle est la méthode ? On a 'là et ailleurs une certaine hostilité, une défiance marquée tout au moins, à l'égard de la méthode directe et des idées de M. Hovelague' (p. 102). 'Il nous suffit, disait-on, de faire

des élèves qui, au bout de quelques années, soient en état de connaître *un peu* de français, de lire assez aisément un journal, un roman, un ouvrage d'histoire ou de science. Prétendre les faire pénétrer dans la vie d'un peuple étranger, chercher dans l'attrait et l'intelligence d'une civilisation étrangère la source de l'intérêt pour l'étude d'une langue, se proposer pour fin de l'enseignement de faire voir en Shakespeare ou en Goethe le résumé ou le symbole de l'âme anglaise ou de l'âme allemande : chimère éblouissante, mais chimère' (p. 103). Raisons de cette attitude : 'Le personnel américain . . . se défie de lui-même et répugne à l'emploi exclusif du français dans les classes ;' 'le personnel français . . . se défie des élèves, et n'ose les entraîner au-dessus de l'explication littérale jusqu'à l'étude esthétique ou psychologique des œuvres ;' enfin, 'les élèves de condition moyenne sont pour la plupart destinés à n'aller jamais en France, à n'entendre peut-être pas un mot de Français tous les dix ans . . . dès lors, pourquoi se donner l'embarras de la méthode directe ?' (p. 104). Conclusion : 'L'enseignement du français n'est pas relié à l'œuvre générale de l'éducation ;' 'le maître fait connaître la langue de la France sans faire voir la France.' Il ne fait pas 'servir notre littérature à la culture de l'esprit des jeunes gens, à la formation des idées, des sentiments, et du goût, autant qu'on pourrait' (p. 105). 'On pourrait, sans compromettre le gain positif de l'acqui-

sition du langage, obtenir à l'aide du français un peu plus de culture' (p. 107). Et M. Lanson le prouve en fait. Voici le récit d'une expérience particulière qui vaut mieux que tous les raisonnements : 'J'ai posé des questions dans une classe. Le professeur avait fait résumer une tragédie de Corneille ; des garçons de seize à dix-huit ans avaient dit, avec assez de facilité et avec une parfaite exactitude, en quoi consistait l'intrigue, et quels étaient les personnages de la tragédie d'*Horace*. Je demandai quelle différence il y avait entre le patriotisme d'*Horace* et celui de *Curiace*, et lequel des deux on préférerait ? L'élève interrogé, le premier de la classe—un petit Cubain, à la physionomie intelligente, aux yeux vifs—me répondit effaré : "Mais, monsieur, jamais on ne nous pose de pareilles questions." "C'est vrai," confirma le professeur, "jamais je ne leur pose de pareilles questions.—Hé bien, répondez-y tout de même." Et il répondit. Sur sa réponse, je dressai une autre question du même ordre. "Mais, monsieur, on ne nous pose jamais de pareilles questions."—"Allez tout de même." Et il alla. Cela dura un petit quart d'heure. À chaque question le jeune homme m'opposa d'abord son étonnement ; sur mon insistance il réfléchissait une minute, et répondait bien. En moins d'un quart d'heure il avait trouvé toutes les idées d'un petit commentaire psychologique et moral, et il avait trouvé la forme française de ces idées.'

Dans l'enseignement secondaire

aux États-Unis l'allemand a une part bien plus large que le français. M. Lanson a reçu communication de statistiques qui établissent que—défaillés les cinq états du Nord-Est (Maine, Vermont, New Hampshire, Massachusetts, et Rhode-Island, où les Canadiens français sont nombreux)—le reste de l'Union compte 1,431 écoles secondaires où le français est enseigné à 58,760 élèves ; 3,892 écoles secondaires où l'allemand est enseigné à 177,604 élèves.

M. G. Lanson n'a visité qu'un collège de jeunes filles, 'trop vite pour me rendre compte de la qualité des études' (p. 181).

*Enseignement supérieur.*—Sur ce domaine l'enquête est plus poussée. M. G. Lanson a enseigné pendant un trimestre à l'Université Columbia, et il a conféré dans cinq autres. Je laisse de côté, comme ne rentrant pas dans le cadre de ce compte-rendu, les notes descriptives, les renseignements donnés sur l'organisation matérielle, l'administration (*trustees*, présidents, modes de nomination), sur les sports, etc. Je ne relève que des constatations et des desiderata auxquels mes lecteurs pourront d'eux-mêmes comparer ce qui est et, à l'aventure, ce qu'on voudrait voir en Angleterre.

Professeurs et lecteurs ont 'huit à quinze heures d'enseignement par semaine. Il reste fort peu de temps pour le travail personnel, et c'est une des causes qui ont restreint jusqu'à ce jour la production littéraire ou scientifique des Universités américaines' (p. 142). Mais la situ-

ation est en train de s'améliorer : 'La jeune génération des maîtres a recueilli le fruit du long et ingrat effort de préparation et d'excitation de leurs aînés, qui souvent, avec abnégation, ont sacrifié à l'intérêt de la littérature française et à l'éducation critique des étudiants leurs projets personnels de recherche originale' (pp. 145, 146). Desideratum : 'Pour relever l'importance sociale des professeurs d'Université, il faudrait les payer davantage, même les titulaires. Ou bien il faudrait faire pénétrer dans le peuple —et je comprends les milliardaires dans le peuple—l'idée qu'un homme vaut par autre chose que son train de vie. . . .' (p. 127).

Étudiants : 'Ils sont très inégaux de culture et de capacité, très divers d'origine et d'éducation ;' 'j'ai été frappé . . . du sérieux, de l'application, de l'avidité avec lesquels tous saisissaient les connaissances nouvelles, les méthodes et les idées qui leur étaient présentées' (p. 156). Ils ont une belle confiance 'dans le maître' et 'aux livres' (p. 157). 'J'ai noté, comme un trait assez commun, la disposition à croire que le travail fait en critique ou en histoire littéraire est définitif ; que les résultats en sont acquis, et qu'il n'y a plus besoin d'y revenir' (p. 157). Comment s'explique 'cette singulière facilité à se passer des textes ?' 'Peut-être, d'abord, par une application maladroite de l'érudition, qui parfois peut conduire à substituer la connaissance de ce qu'on a dit des auteurs à celle de ce qu'ont dit les auteurs, mais surtout par l'ab-

sence, à tous les degrés et dans toutes les branches de l'instruction, de l'exercice, pour nous Français fondamental, qu'on appelle *l'explication des textes*. Même dans l'étude de la langue maternelle cet exercice n'est pas pratiqué' (pp. 158, 159). Mon collègue et camarade, Terracher, 'a introduit l'explication française à Johns Hopkins, avec un plein succès' (p. 160) ; depuis trois ans et demi la même expérience s'est poursuivie à l'Université de Birmingham, aussi encourageante pour les maîtres, qu'elle a paru agréable aux étudiants.

Sur la différence des sexes : 'Nombre de professeurs m'ont dit : "La moyenne des femmes est supérieure à la moyenne des hommes. L'élite des hommes est supérieure à l'élite des femmes"' (p. 120). Y a-t-il fraternité chez les étudiants ? M. Lanson avait d'abord remarqué 'dans les frôlements de la rue et des trains (dans la promiscuité générale du *subway*) un franc esprit d'égalité et une sorte de sociabilité allègre' (p. 58). Il n'a pas manqué, cependant, de noter (pp. 76, 77) qu'il y a 'des sentiments d'inégalité dans la vie sociale,' et que 'l'argent apparaît, en certaines occasions, comme destructeur de l'égalité civile et politique' (p. 78). Ces inégalités se retrouvent jusque dans la vie universitaire : 'J'ai constaté . . . qu'il était impossible de réunir dans un même cours les jeunes filles de Barnard College et celles de Teachers' College. Barnard College se recrute dans une classe sociale qui s'estime

supérieure et ne souffre pas le mélange' (p. 119). La même constatation peut se faire de ce côté-ci de l'Atlantique, mais non pas de l'autre côté de la Manche.

Les bibliothèques : M. G. Lanson n'a guère que des éloges sur l'organisation de ces dépôts, qui sont nos vrais laboratoires ; les Universités anglaises ont de beaux modèles de méthodes de bibliographie à imiter (voir pp. 144-153). La place me manque pour y faire plus qu'une allusion.

Je ne puis rien dire non plus des impressions diverses (Le Pays ; À travers New-York et à travers quelques États ; Au Canada ; Les Hommes : L'Esprit et la Vie) si concrètes, précises, ramassées, riches de contenu psychologique, où transparaissent le goût et l'âme d'un Français à la fois savant, professeur, — critique et écrivain.

'On ira y voir.' Il faudrait enfin reproduire, et non essayer de résumer, la conclusion du livre : 'Ce qu'on demande à la France et ce que la France peut recevoir dans les échanges universitaires avec les États-Unis,' et la Conférence intitulée *La France d'Aujourd'hui*, qui a été demandée en sept villes américaines, et qui depuis a été publiée, dans la traduction anglaise de M. Paul Fuller, par *The North American Review* (avril, 1912).

J'ai voulu présenter un résumé utilisable à ceux de nos collègues qui n'auront pas le livre. Il aidera, j'espère, chacun de nous à définir ce qui, dans nos sphères respectives, selon les circonstances particulières, peut être créé, transformé, ou graduellement étendu et modifié, pour le bien de nos élèves ou de nos étudiants.

HENRI CHATELAIN.

## THE MUDDLE.

THE moderately worded and telling protest of Lancastriensis against the appointment of foreigners to Modern Language chairs will, I hope, not be allowed to pass unheeded. Together with the protest in the preceding number of MODERN LANGUAGE TEACHING, it points to a very important line of policy which ought, in my opinion, to be adopted and energetically pursued by the Modern Language Association, not merely in the interests of English scholars and teachers, but in the wider *national* interest.

There is nothing more mistaken than the parallel which is frequently drawn between a professor of a foreign language and an ambassador from a foreign country. It overlooks the very important difference,

that an ambassador comes to us in the interests of *the country which he represents*, while a professor is appointed by a University to take part in the national task of education in the interests of *the country to which the University belongs*.

Education as a national concern demands that those who take part in it should, so far as possible, be natives of the country which employs them.

Both France and Germany recognize this principle to the full in the organization of their Universities. England stands alone among the great nations in failing to recognize it.

Even supposing that a Frenchman or a German is an enthusiastic and distinguished student of his own language and

literature, is he likely to have any great interest in pursuing those studies in a foreign country under conditions which must necessarily be much less favourable to his aims than those to which he is accustomed in his native land? Can we imagine a serious native student of English literature burning with a desire to interpret his subject to foreigners at a foreign University, or regarding an engagement to do so as anything but a *pis aller* in case of lack of employment in his own country? Is there any possibility of supposing that the foreigners who apply for positions at English Universities do so from a whole-hearted desire to serve the cause of national English education? Even admitting that as honourable men they do their best when appointed for the welfare of this cause, are they likely to be as efficient in this respect as Englishmen would be?

The national importance of University posts in foreign languages lies in the fact that they are the chief public and organized means of providing a connection between native English and foreign culture. They denote the public recognition of the fact that the interpretation of foreign literatures and culture to Englishmen is a national service of the greatest magnitude. *As such it can only be efficiently discharged by Englishmen.* The efficiency of such interpretation very largely depends on the spirit in which it is performed. That spirit must be, in a very eminent sense, one of patriotism. It can only inspire an Englishman, who knows instinctively from his own experience what it is necessary for Englishmen to learn from foreign culture. Only the Englishman who, from his English starting-point, has conquered a foreign language and literature can know the value of that conquest to English people. It is on this that the superiority of the Englishman relatively to foreigners rests, so long as we have English professorships in view. The Englishman makes instinctively a comparison of the two forms of culture—the English one and the foreign one—which

teaches him naturally at what points the contact between the two can be fruitful *in an English sense*. The most brilliant and learned foreign scholars are incapable of doing what the Englishman does naturally—approach their own literature and culture with a foreknowledge of English culture, with a desire to supplement and enrich English culture. But the absence of this natural disposition of the Englishman's mind, the consequent lack of instinctive feeling for the processes of the English mind when faced by the problems of a foreign culture, deprives the foreign scholar of the first requisite which we must demand of those who are called upon to interpret the mind of foreign nations to English people.

It was not Englishmen who brought Shakespeare so near to the hearts of Germans that he became one of their own poets. That splendid national service was the work of a great German Romanticist and his coadjutors and successors. It is neither Englishmen nor Frenchmen who interpret English and French thought to German youth at German Universities, and help to make German culture the widest, the most catholic in the world. That great service is again performed by German scholars, who stand in the direct line of tradition from the famous men of the Romantic school. The lesson is plain for us. The professors of foreign languages at English Universities are called to be the successors of the Coleridges and Carlyles of a former generation. We cannot indeed demand of them that each shall be a Coleridge or a Carlyle in genius. We can, however, demand that each shall be an Englishman, and in no way inferior to those great predecessors in his love for his native land, in his desire to win for his fellow-countrymen the heritage of all that is best and most beautiful in the mind and thought of foreign nations.

The foreigner, unless he is actuated merely by the prosaic desire for higher pay than he receives at home, can scarcely undertake the work of teaching English people from any loftier motive than

national pride. He may regard himself as a missionary sent out to win from unsympathetic strangers a more or less unwilling appreciation of his native literature, or to help impose on the foreign mind the sovereignty of what he must necessarily regard as his superior culture. But is this the spirit which we desire, as English people, in those who instruct our youth? The natural desire of the foreigner will be to Germanize or Gallicize the thought and feeling of his scholars as far as possible. Is that the process which we really aim at and sympathize with in the provision of professorships of foreign tongues? Or do we expect that, because we pay him for it, the foreigner will be able to lay aside every one of his national prejudices, and develop the most delicate sympathy with the attitude of mind of English students? That he will, in short, become an Englishman in order to perform an English teacher's duty towards Englishmen? Or are we content if the foreigner simply takes up the cosmopolitan standpoint, and abjures all national interests (English, of course, included) as part of the ideal of education? Do we aim at producing merely citizens of the world or good English citizens?

The appointment of foreigners to these chairs is really a rather cynical contradiction of the value of their main object, as Lancastriensis already pointed out. It amounts to saying to the English student: 'The intensive study of French or German literature is a pursuit only fit for Germans or Frenchmen. It is not fit that Englishmen should devote more than superficial attention to it. English specialists in these subjects have no national value, and need not expect to be encouraged.' They certainly are not encouraged. I have more than once been compelled to warn individual students against specializing in German with a view to an Academic career. There is no outlook for such unless they are in possession of a comfortable private income, and can afford to wait indefinitely on the not very probable chance of an

English University rewarding their self-denying devotion to a 'brotlose Kunst,' with an ill-paid and subordinate post.

Is it expecting too much of those foreign guests who enjoy the liberal hospitality of our Universities at the expense of their English colleagues, that they should do their utmost to help us in drawing public attention to this fault in our University organization? They must immediately recognize how great a shortcoming it is when they compare English Universities with their own. They must feel at once that they enjoy positions at English Universities such as no Englishman could expect to enjoy at French or German Universities, and in common gratitude they should help us to make this fact known along with its explanation. I am encouraged to expect this co-operation from our foreign colleagues, firstly because I respect them as men of honour, and secondly because one of the most distinguished among them, to whom our deepest gratitude is due, has already taken the lead in pointing out publicly that one great lack in the organization of modern studies at our Universities, which is the theme of these remarks.

The line of duty is certainly clear to us English students of Modern Languages. It behoves us to be up and doing, to cast aside any scruples of false modesty, and face bravely the possibility of our motives being misunderstood. We are not actuated by any feeling of petty spite against those foreign colleagues, whom we congratulate with hearty English goodwill on the successes denied to many of us; we are not incited to action by our own individual interests, however justified and honourable they are; but we are called to do what we have often done before, what, I trust, we shall ever continue to do—fight fearlessly the battle of progress and enlightenment in the cause of national English education.

R. A. WILLIAMS.

Trinity College, Dublin.

## THE MARKING OF FREE COMPOSITION.

HERE is my estimate of the two free compositions published in the November number of MODERN LANGUAGE TEACHING, with some hints as to my method of arriving at it.

I begin by making a rough count of the number of words in each composition. In school examinations I expect approximately 100 words to be written in twenty minutes on a subject based directly on the text read during the term. For an 'unseen' and unexpected subject I should allow thirty minutes for 100 words, so that in an hour about 200 words is not, I think, too much to demand. The standard of marking at which I have arrived is this: I allow ten marks for every hundred words required, and take one mark off for every three mistakes, so that if a composition of 100 words has thirty mistakes in it (or more) it receives no marks at all. I do not find it, as a rule, necessary to discriminate between slight and very bad mistakes, the one kind balancing the other on the whole; where, however, blunders of a very gross kind are repeatedly made—*e.g.*, in the use of imperfect and past definite—the composition is expressly penalized. No blanks are, of course, allowed in a free composition, each blank left being, as a rule, counted as three mistakes. In counting the number of words written, the continual repetition of the same words and expressions—'padding,' that is—is watched for and discounted. This does not, however, apply to the 'spinning-out' of one poor idea, so long as variety of expression is secured. On the other hand, a particularly well-knit and well-thought-out composition of, say, 85 or 90 words, fairly covering the subject, will be reckoned as equal to a more rambling one of 100 words. But this is much more a matter of general impression than of the mechanical marking which I have tried to explain here. Before this mechanical marking begins at all, I read through each composition, recording it

mentally as an 80 per cent., 70 per cent., 55 per cent., 30 per cent., composition, as the case may be; the result given by the mechanical marking usually corresponds; in any case, the balance is finally struck on further consideration.

In A the candidate has got hold of an unpromising subject, unless he had the wit and audacity to make it much more personal and less general than the title suggests; a boy nourished on Dent, or any other course in which country life and activities are made the basis of instruction, might have made something of this if he had dared to wander from the direct line of dry-as-dust road indicated in the title, and given incidentally pictures of haymaking (say) in the grass-country, or of fruit-gathering in the fruit-growing districts. As it is, the composition labours under the disadvantage of being uninteresting, and for this the subject is partly to blame. Then, the candidate has had to stick to the present tense throughout, which gives him no opportunity of showing how he can manage his verbs. In spite of brave attempts to vary the expression, 'on cultive' has to occur three times and 'on trouve' twice. To sum up the general impression, the composition is meagre and laboured, and inadequate in length for the time spent on it; the constructions show little variety, and the vocabulary might be wider. On this first impression I put the value of the exercise at between 45 and 50 per cent.

The actual marking brings it up somewhat. I take 180 words as a fair number to expect (the time being given as 'rather less than an hour'); there are some 140 in this composition, apart from English place-names; something must also be deducted for vain repetitions; the nature of the mistakes calls for little comment, except, perhaps, that '*beaucoup de la pluie*' and '*une grande quantité des rayons*,' though showing essentially the same mistake, has been counted each time

as a full mistake. By mechanical marking, then, I reach a percentage of about 55, which is distinctly higher than my general impression, even on second reading, would warrant. I put my final mark, therefore, at 50 per cent. (fifteen out of thirty), with a feeling that I am being somewhat generous.

B is distinctly better; but, then, so is the subject, and the question arises at once whether the boy who did A would not have done much better had he chosen B; whether he rejected (or in the original examination *would* have rejected) B because he did not feel quite sure of his historical facts, and was afraid to commit himself, not to mistakes in French, but to mistakes in English history. My experience is that candidates, almost as a rule, make the wrong choice, often for very trivial reasons; and too large a choice of subjects may often be worse than no choice at all. To return to composition B. It is of adequate length, the distinction between imperfect and past definite is, *on the whole*, well understood, the vocabulary is fairly wide, the narrative is lively—that, again, being no doubt largely due to the subject. I am inclined on first reading to mark this composition at 70 per cent.; exact marking brings it to just a trifle over this. I fix the mark, then, finally at about 70 per cent., or twenty-one out of thirty.

How much the choice of subject has had to do with the result, only the teacher of the two boys would be able to tell. A, to judge him from this composition, appears to be the laborious, painstaking, but somewhat limited boy, whose work deserves a pass with just a little to spare; if this is not his character (always assuming this composition to be a typical effort) then the subject is much to blame. B, judging him from his composition, should be a boy much fuller of ideas and readier and freer in his expression of them, a better all-round intelligence than A; but there, again, he may just have had the good luck to be 'doing' Richard Cœur de Lion in English history shortly before the examination, and so have his material ready to hand.

I do not know whether there was any intention of actually printing contributions to this discussion; if so, I am sorry I have not put my notes within manageable compass—'I have not had time to make them shorter'; but perhaps Professor Rippmann will be able to extract from them a few opinions to throw into the common stock.

W. G. JAMESON.

Two 'Free Compositions' in French were published in the November number of MODERN LANGUAGE TEACHING:

A. *Les Produits agricoles de l'Angleterre*.

B. *Richard Cœur de Lion*.

They were written by candidates at an examination of senior standards. The actual time occupied in writing them was 'less than an hour' (it would be interesting to know whether further time was *available*). Thirty marks were given as the maximum value of each, and contributors are now invited to criticize, assign marks, and give reasons for so marking.

I think this opportunity for discussing a coming subject so full of potentialities should be welcomed. I have made it a practice for many years to set essays, to be written in French, to my classes; and in the absence of any textbooks throwing light on the subject (beyond compiling lists of questions or grammatical exercises), I have had to rely only upon my own experiments. This accounts for my desire to subject now some of them to criticism.

I may say at once that the specimens under consideration will not obtain full marks in my estimation. I propose marking them in accordance with the following scale:

I. La Forme	Grammaire, orthographe, etc., maximum ...	6	20
	Vocabulaire, maximum ...	6	
	Style, maximum ...	5	
	Idiotismes, maximum ...	3	
	Idées, maximum ...	6	
II. Le Fond	Disposition, transitions, etc., maximum ...	4	10

I shall consider A. first.

1. *Grammar, Spelling, etc.*—It is difficult to overlook at least ten bad mistakes. I really do not know to what extent a boy of senior standard may be excused for writing: *une quantité des, beaucoup de la, s'occupant dans*; or for spelling *excellente, excellente*; *élève, enlève*! I am far from expecting perfection, but . . . there should be limits. Marks given, 3 out of 6.

2. *Vocabulary.*—The vocabulary is very poor indeed, with the possible exception of articles and prepositions. This fault seems to result, not from the barrenness of the subject-matter, but from sheer ignorance of words. A systematic revision of these, grouped according to meaning, would certainly enable a candidate to score in a subject of this kind. As it is, I feel some pangs of conscience in giving 2 marks out of 6.

3. *Style.*—The less said about this the better! Many lines are not French; the subject has evidently been thought out in English and literally translated afterwards. Here and there are some amusing bits of information: '*On cultive . . . l'herbe*' (hélas! *elle pousse bien toute seule dans mon jardin*!); further, the rays of the sun '*la font grandir*'; then, to 'take the cake,' as *John Bull* would have it, we learn that someone has to '*cultiver le vin*.' (I am quite aware, of course, that '*la vigne*' for '*le vin*' would make all the difference.) As if to make up for this lack of '*Sprachgefühl*,' we come across a statement that '*feu Mr. de la Palisse*' would not have disowned, when we read that '*en hiver . . . il fait froid*.' It may be that the candidate only meant to show that he knew both '*pas assez chaud*' and '*trop froid*'; but this debauch of scholarship hardly relieves us from the monotony of the three '*blé*,' the two '*herbe*,' and the two '*arbres*.' 1 mark out of 5 is ample.

4. *Idioms.*—Conspicuous by their absence. 0 out of 3.

Although the pupil should attend first to '*Le Fond*' and next to '*La Forme*'

when writing his essay, it seems to me best to mark in the opposite order. '*La Forme*' at once betrays the amount of linguistic knowledge possessed by the candidate; '*Le Fond*' enables one to form an estimate of the student's power of thinking clearly and methodically, and of his skill in presenting ideas.

In Essay A. I would mark '*Le Fond*' as follows:

1. *Ideas.*—These are far from being overcrowded. One would have thought that dairies would have been entitled to some consideration, and might have provided us with '*lait*,' '*beurre*' and '*fromage*'; that poultry might have been included, with a few '*œufs*,' an occasional '*poulet*,' and a score of '*dindons à Noël*.' One also deplores the total absence of '*le plus noble des animaux*'; and, personally, I feel sorry for '*les vaches*' to have been deprived of their '*bœufs*.' I think 2 marks out of 6 will generously meet the case.

2. *Disposition, Transitions.*—I fail to detect any attempt at arranging the few ideas that are present. The writer has evidently not had sufficient practice in the right direction, or else he could have grouped his matter into four main paragraphs—for example: *le bétail, la basse-cour, les récoltes, les fruits*—this would have given him a chance to mention the relative importance of these in different districts, and to show his skill in providing suitable transitions. I really cannot give this more than 1 mark out of 4.

If we add the marks given, we get:

Grammar and spelling	3	out of	6
Vocabulary . . .	2	„	6
Style . . .	1	„	5
Idioms . . .	0	„	3
Ideas . . .	2	„	6
Arrangement, etc. . .	1	„	4
Total . . .	9	„	30

Strictly speaking, I might yet remember that the essay was to contain from 200 to 250 words; Essay A. has just over half that number, so that 5 out of 30 would be nearer actual value.

These marks are given as examination

marks. In the classroom many other considerations would intervene, and, in any case, no sarcastic comments would be tendered. The scale chosen would become a *sliding* scale, the maximum number of marks given for each item being increased or decreased according to the average weakness or skill of the class in connection with that special point.

I must not allow my feelings for a 'pet' subject to induce me to encroach upon the space reserved to other contributors, and

I propose to give, without comments, marks to specimen B. :

Grammar, etc.	...	2	out of 6
Vocabulary ...	...	3	„ 6
Style ...	...	2	„ 5
Idioms ...	...	0	„ 3
Ideas ...	...	3	„ 6
Arrangement ...	...	1	„ 4
Total ...	...	11	„ 30

Or, if the length be taken into consideration, 10 out of 30.

J. P. R. MARICHAL.

## THE AGE OF PROSE IN ENGLISH LITERATURE.\*

In the *Advancement of Learning* Bacon 'denotes' literary history as deficient, 'for no man,' he says, 'hath propounded to himself the general state of learning to be described and represented from age to age . . . without which the history of the world seemeth to me to be as the statue of Polyphemus with his eye out, that part being wanting which doth most show the spirit and life of the person.' The literary history of the world, as Bacon conceived it, still remains to be written, but the *Cambridge History of Literature* at last makes a satisfactory attempt to do for English something of that which Bacon desired. The present volume, especially, gives a 'just story of learning' in the first half of the eighteenth century, well proportioned and well balanced, such as is not to be found elsewhere. The book is far more homogeneous, the parts better distributed, than in some of the earlier volumes in the same series. This does not necessarily imply that the criticisms on individual writers are more brilliant; it does mean that the separate chapters are better proportioned in relation to one another and to the period as a whole. In other words, the volume is more satisfactory as literary history—a more difficult thing to produce than literary criticism,

and especially hard when many authors co-operate.

In one respect the volume differs from most of those which treat the period under discussion. We are always told that the eighteenth century is an age of prose, but the many books dealing with 'The Augustans' or with 'The Age of Pope' do not leave primarily this impression on the mind of the reader. The Cambridge History begins with 'Defoe: The Newspaper and the Novel,' and goes on to 'Steele and Addison.' 'Pope' comes next, it is true, but he and the 'Lesser Verse Writers' get only 85 pages among them: the 'Scotch Poets before Burns' are dismissed in 18 pages, and, apart from the 'Writers of Burlesque and Translators,' the rest of the 414 pages of text are devoted to the various writers and types of prose. This is as it should be. The early eighteenth century was not an imaginative or poetical period, and Pope, though he writes, for the main part, the least imaginative kind of poetry, is not the most typical man of letters of the time. The beginnings of journalism, of periodical writing, and of the novel, the work of Swift, literary criticism, history, politics, philosophy, scholarship—these things are its most characteristic literary output. It is here, far more completely than in the poetry, that we may trace the expression of the 'spirit of the age.' The cumulative effect produced by these careful studies of its various manifestations is very impressive. We are transported into

\* *The Cambridge History of English Literature*. Edited by A. W. WARD, Litt.D., P.B.A., and A. R. WALLER, M.A. Vol. IX. Pp. xv+609. Cambridge University Press. 1912. Price 9s. net.

the heart of literary London, are made to realize the all-pervading influence of party politics and of theological controversy, and the changes in social conditions as contrasted with the Elizabethan Age, for example. Defoe, Steele, Addison, and Swift, all occupied with public affairs—these men, far more than Pope, stand forth as the representatives of English literature in the time of Anne and of George I. and George II.—a literature of journalism, of moralizing, criticism, and satire, written for the middle class and the coffee-house rather than for the drawing-room society of the town.

Defoe himself, the first author to be considered, is typical of the middle class, and represents its varied interests. To study the admirable bibliography which goes with this chapter—one may say in parenthesis that the bibliographies, with scarcely an exception, deserve this epithet—is in itself to receive a liberal education in the life of the period and in the history of journalism. Here are pages of pamphlet titles, mostly referring to politics, religious disputes or legislation, and to trade at home and abroad. Here, too, are the names of twenty periodicals with which Defoe was connected between 1705 and 1729, not to mention the organs of the 'other journalists' whose names follow his.

No other account of Defoe treats him as dispassionately and fairly as this by Professor Trent, who evidently feels him to be one of the foremost literary figures of the time, in importance as well as in chronology.

Mr. Routh is equally satisfactory in his treatment of Addison and Steele, and more particularly in his discrimination between them. He is fully aware of the 'true and long-enduring picture which [*the Spectator*] gives of middle-class culture and character,' and his chapter is a thoughtful contribution to the general view given by the volume as a whole. This is not to say that he forgets the influence exerted by Addison and Steele on the development of the novel, on literary criticism and scholarship, or on morals. But he is right

in subordinating this influence, as far as modern readers are concerned, to the accurate and detailed survey of contemporary life.

Professor Bensly's chapter on Pope is less stimulating, chiefly because the writer is, obviously, not himself stimulated. He is dispassionate and careful, but no one will be eager to turn to Pope because he has read this sensible and restrained account of his achievement.

Mr. Aitken on Swift is as good as we should expect him to be—and this is high praise. His work places Swift in his right environment as man and as writer: Swift's genius, his consummate style, his satire, breadth of view and sweep of understanding, his character—all are wisely appraised and seen in relation to the society in which he moved. Mr. Aitken is also responsible for the chapter on 'Arbuthnot and Lesser Prose Writers,' and here again he is very good.

'The Lesser Verse Writers' of the age are many, and are here overshadowed by their greater contemporaries. Or is it, perhaps, that Mr. Seccombe and Professor Saintsbury are not among the 'very few . . . who, except for a special purpose, read many or any of these poets now'; still less among the 'fewer still . . . who derive much enjoyment from the reading'? Certainly their lists of names are not interesting, and some, at any rate, of the poems merit better treatment than they have received. For instance, it would have harmonized with the spirit of the book had Gay's 'Trivia' been made to illustrate the picture of London, instead of being dismissed with the statement that 'nearly every couplet is of historic interest to the antiquary and the student of eighteenth-century street humours.' Again, the bibliography to this chapter is less satisfying than any other in the volume, and omits among other things, all modern reprints—e.g., of John Philips or Isaac Watts. Nor, curiously, is there any specific mention of Johnson's 'Life of Savage,' though 'The Lives of the Poets,' in which it was later included, but to

which it does not properly belong, is of course named. Yet the Doctor's biography is surely more important, not only than that by Mr. S. V. Markower, but than anything produced by its subject.

Mr. Whibley is happier when he deals with burlesques and translators. The chapter was needed if the reader was to complete his survey of literary London, to know something of its hangers-on, as well as of its respectable men of letters. It says nothing of burlesque and parody as an index to the history of literary style; it scarcely notes the ease with which translations merge into burlesque, but it is invaluable as a storehouse of references to the 'underworld of letters and its vagabond inhabitants'—to use Mr. Whibley's telling phrase.

The book would be incomplete without the interesting chapter on Education contributed by Professor Adamson, and those—equally valuable—on historical, political, and memoir writers, and on scholars and antiquaries. Students of literature, who wish to reconstruct the 'milieu' of eighteenth-century writers, have much cause to be grateful for the exhaustive material presented to them. Here is the whole body of matter necessary to their labours—with one exception. We have left till the last the chapters on contemporary philosophy. In the first of these

Professor Sorley deals in succession with metaphysicians, deists, and moralists, and makes clear the eighteenth-century exaltation of reason—even in Berkeley, who, with all his idealism, believes that 'mind is the true reality, the only agency; ideas exist only in minds, finite or infinite,' though there must be 'an omnipresent eternal Mind, which knows and comprehends all things.' The rationalists go much farther; they would prove all things, and deny virtue to all that which cannot be proven.

Dr. Spurgeon gives the other side of the picture, in a chapter which breaks almost virgin soil, and is as admirable in style and exposition as it is erudite and profound. 'To speak of mystical thought in the first half of the eighteenth century in England seems almost a contradiction in terms,' she says, and proceeds to give an account of 'William Law and the Mystics' which reveals a little-known aspect of the age. But there is 'an undercurrent of thought that never quite disappears,' even 'when rationalism or materialism gains the upper hand. This tendency of thought is called mysticism.' Without this illuminating chapter on a difficult and fascinating subject, volume ix. of the *Cambridge History* would lose much of its distinction.

E. J. MORLEY.

## MODERN LANGUAGES AND A LIBERAL EDUCATION.

DR. FRANK A. HEDGCOCK, in his article on 'Modern Languages and a Liberal Education,' *MODERN LANGUAGE TEACHING*, vol. ix., No. 1, p. 32 ff, refers on p. 34 to the training of Modern Language students at the Universities and finds fault with the fact that 'our University courses in Modern Languages are at present based on philology and not, as they should be, on history.'

This view is open to question. At present, all English Universities, with the exception of London, have only one professor at the head of a Modern Language

department, be it German or French. This professor, therefore, has charge of philology as well as of literature. Naturally, his personal training and liking will, to a certain extent, determine which side he specially favours. But this does not necessarily imply an undue predominance of philology, even if the head of the department be a philologist. In fact, if we examine the syllabuses of Modern Language courses in all the English Universities, we find in each of them the prominent place given to literature, and this also seems to be the case even at the University of

London, where there is division of the subject under two Chairs—one philological, and the other literary.

But let us assume, for the sake of argument, that in University courses more time and energy really are spent on philological than on literary training. Dr. Hedgecock says of the former: 'These things are good, but surely they should be reserved for those who specialize; and other things are better.' Frankly, I cannot understand this. It can only mean—if, indeed, it has any meaning at all—that French or German philology should be reserved for those who specialize in French or German on the linguistic as distinct from the literary side. This would seem to imply that the training in Modern Languages provided by the Universities is suitable only for persons who are preparing to become University teachers of philology in the subject, but quite unsuitable for secondary-school teachers. No one who knows the curriculum for the degree in Modern Languages in an English University will maintain this idea. Specialized training of this sort can only be got under the present system by postgraduate courses. But surely Dr. Hedgecock cannot want to deprive the student who is specializing in Modern Languages of all philology? For, is there anything more important for a future teacher of a foreign language than to understand fully the language he is going to teach? And, clearly, unless he is acquainted with the historical growth of a language in the light of modern philological science he cannot do this.\* Dr. Hedgecock must indeed have a very slight knowledge of Modern Language courses in German Universities if he dares to denounce the 'philological system,' and yet to assert: 'Until we *train* native professors of French and German, as they are trained in France and Germany, we shall not have the best teaching possible.' Has Dr. Hedgecock

never heard of the German 'Neuphilologen'? The name seems rather suggestive. The Continent has long since recognized the importance of a sound philological grounding for the Modern Language teacher in secondary schools; and it would be futile to deny that England has merely followed. At least one special Chair for Germanic Philology has been founded at the University of London.\*

But if philology is of the greatest help in the practical study of a foreign language, it is also of indispensable use in the study of literature. The historical study of modern German literature must go back to the age of the Reformation, and beyond this to the Middle Ages. But these periods are silent for us if we cannot understand their writings. To do this, we must know the language of these periods. Again, the literature of the past has not only an historical, but also an æsthetic value. Surely every true lover of poetry will agree that the poets of the Middle Ages produced lyrics which, even in comparison with modern literature, are among the finest we possess, and that an epic like Wolfram von Eschenbach's *Parzival* ranks with the highest achievements of world literature. It might be open to discussion how far philology in the special sense of 'Sprachwissenschaft,' is a necessary element in the study of literature; but it is indisputable that Old and Middle-High German literature cannot be read by those who do not know these phases of the language.

The neglect of philology in the study of German—of which alone I can speak with first-hand knowledge—would mean nothing less than to ignore at least a thousand years of German civilization, the period during which the foundations of modern German culture were laid. In such a case, classical scholars might justly censure the system and the value of Modern Language Teaching. To omit the philological aspects would be utterly fatal to the study of

\* I am speaking here only of the linguistic understanding, not of the æsthetic appreciation of a language, the feeling of style, etc.

\* Compare also the introductory remarks in Professor Petsch's Inaugural Lecture at the University of Liverpool.

modern languages. Even as it is, this element in our curriculum needs to be strengthened considerably.

Dr. Hedgecock suggests as something better the study of social history of the foreign country and of Anglo-Foreign relations, and a few lines lower down he denounces as results of 'the present philological system': 'that while our young B.A.'s may be quite *calés* in Old French grammar, they are incapable of producing a dissertation or a theme which is not disfigured by faults, or of giving an efficient oral explanation of a text.' Such a result would, surely, be a severe criticism on the school in which the young B.A. graduated. But it is difficult to understand how the new subjects, which are to take the place of philology, will produce better results. One would have thought that philology would be of more use in this respect.

However, in a University course in Modern Languages, the teaching of philology and of literature must take the chief and prominent part. No University teacher who is worthy of a responsible position will disregard the importance of other subjects like history, political and social, philosophy, etc. But, useful as they are in connection with the study of the foreign language, they are only secondary and subsidiary subjects. 'These things are good, but surely they should be reserved for those who specialize; and other things are better.'

KARL HOLL,

*Lecturer in Gothic and Assistant-Lecturer in German at the University of Liverpool.*

I should like to support Dr. Frank Hedgecock's views expressed in the February number of MODERN LANGUAGE TEACHING with regard to the function of Modern Languages in schools. I cordially agree with his statement that French is a difficult language, and that a great deal of our so-called 'rapid reading' is mere slovenly skimming. We should not insult our native classics by such a cursory reading, and it is a pity that our boys and girls should get the notion that 'rapid

reading' has exhausted the interest of a French or German book.

Dr. Hedgecock also notes that 'the main object of secondary education is less acquirement than training.' It is one of the discouraging features of our profession that we are constantly sowing for others to reap; and it is not very often that we get much tangible result from our labours. We live in hope, especially in that most difficult type of school in which many of us work—the dual secondary school in a country district, admitting pupils at twelve years of age, and losing the greater number at sixteen. What can be done in the way of acquiring fluency in the spoken language, correct and grammatical writing, acquaintance with literature and history, and sympathy with foreign institutions and customs?

At this school, the 'first year' consists of three parallel forms, numbering twenty-nine, thirty, and twenty pupils respectively; the minimum age is twelve. Many are nearly fourteen when they begin French. No subdivision of forms is possible. The second year—two forms—contains about fifty-five pupils, and many leave at the end of this year. At the end of the third year comes a second exodus, and the twenty-five or thirty who are left are chiefly destined for elementary teaching, many being 'bursars.' All classes except those of the third year have five lessons per week in French, but the value of the time is necessarily diminished by the size of classes, and in the highest form, by the looming shadow of the 'Oxford' and the inequality of the pupils' attainments.

I have taken Dr. Hedgecock's stand—that if boys and girls leaving this school have a decent vocabulary, a sound knowledge of grammar, and the ability to understand the spoken language and express themselves therein with an accent that will not make their hearers shudder, then I may feel fairly satisfied. It is an utilitarian view, but considering the number of boys who adopt a seafaring life on leaving this school, and our nearness

to the Continent, which makes French constantly heard in the neighbourhood, I am prepared to defend it.

I have French poetry learned throughout the school, and try to give one lesson a week to it; with the eldest pupils I endeavour to study versification a little—not technically, indeed. It is, by the way, curious to see how difficult they find it to memorize Alexandrines. But, in class, with the terrible 'Oxford' always before us, composition (oral and written), grammar, and prose-reading, claim the lion's share of the time. My refuge is home-reading. I have some boys and girls who can read and enjoy real classics without any help, and I keep them supplied with books. But there are many in the highest form who, I know, will leave school 'glad to drop French.' I lament over the fact, but I do not consider their case hopeless, which brings me to the last point.

I think that in a school of this kind, one of the greatest values of French is the help it gives to the study of English. No

one can know English who knows English only, and here I have been much struck by the attitude of beginners. At first, each unfamiliar *tourneur* is greeted with 'Oh, isn't that silly!' Then this 'insularity' wears off, and the next stage is, 'Why don't we say it like that? We haven't got a nice easy way of putting it.' At the same time there dawns in most children some idea of derivation—'Does "veal" come from "veau"? Why doesn't it have an "l"?' When I get an inquiry like that, I sometimes treat even 'thirteen-year-olds' to ten minutes mild philology; they like it, and, in spite of recent reflections on philological studies, I venture to think that an interest in words is as noble an interest as we can foster in our pupils.

If the study of French gives a keener interest in English, and cultivates the seeing eye and the open ear, it needs no further apology; and that function, I feel sure, the secondary school of limited curriculum, and more limited means, can, at any rate, discharge.

MARION BARFIELD.

## FROM HERE AND THERE.

### INSTITUT FRANÇAIS DE LONDRES.

The 2nd of May saw the opening, in London, of a French Institute, organized by the Lille University, in collaboration with the Université des Lettres Françaises. The success of the latter institution is well known. The French Institute, the directorship of which the University of Lille is entrusting to M. Albert Schatz, Professeur à la Faculté de Droit, of Lille, is about to add three new branches to the nucleus already created by the Université des Lettres, which, under the new title of the 'literary and artistic department' of the Institute, will remain, as before, entirely under the management of Mlle. D'Orliac. These branches will be:

1. A department of public lectures, with a view to making the social and national life of France better known and understood.

2. A department of French language, literature, and institutions, for the benefit of English teachers of French. Diplomas and certificates will be awarded to students wishing to take the examinations in this department.

3. A department in commerce and economics for those engaged in trade and industry, whether French or English.



### CERCLE FRANÇAIS. WINCHESTER HIGH SCHOOL.

A la dernière réunion du Cercle français, Monsieur Davy, B.-ès-L., B.Sc., a fait une fort intéressante conférence sur Cyrano de Bergerac d'Edmond Rostand.

En quelques mots bien choisis, le Conférencier esquisse la vie d'E. Rostand. Il nous le montre, enfant, commençant à peine à parler, inventant des mots que sa

mère seule peut comprendre ; adolescent, travaillant ni trop ni trop peu 'studieux, sans exactitude et sans zèle' nous dit son père, passant ses vacances dans la paresse la plus parfaite ; jeune homme, étudiant en droit, faisant surtout beaucoup de vers ; homme enfin, marié à une femme qui est elle-même poète de grande valeur.

De l'auteur, Monsieur Davy, passe au sujet. Cyrano de Bergerac qui a véritablement existé, était poète et philosophe de mérite. Des hommes comme Corneille, Voltaire et Swift n'ont pas dédaigné de mettre ses œuvres à contribution et y ont trouvé beaucoup à glaner. De plus il était soldat, bretteur incorrigible et satyriste enragé, et pour couronner le tout, il était affecté d'un nez qui le rendait presque grotesque.

Le portrait qu'en fait Rostand est fidèle à l'original, le nez inclus.

Puis, Monsieur Davy fait une analyse claire et rapide de la pièce. Tout le monde en connaît maintenant le sujet. Il nous montre comment Cyrano se sacrifie pour favoriser les amours de Roxane et de Christian, comment il se substitue à Christian pour écrire et même pour parler à Roxane, et comment Roxane, aveuglée par son amour ne s'aperçoit de rien et ne comprend le sacrifice du héros qu'au moment où il meurt.

Cyrano de Bergerac a été extrêmement populaire en France, et la première représentation de la pièce a été marquée par une explosion d'un enthousiasme indescriptible. La cause de cet enthousiasme tient à plusieurs raisons. Peu de poètes ont su, aussi bien que Rostand manier la langue et le vers français. Aucun n'a été si parfaitement et si purement poète, et personne n'a mis tant d'esprit exquis et raffiné dans ses œuvres, tant, que quelques critiques ont dit qu'il y en avait trop. De plus, chacun retrouve dans la pièce ce qui lui plaît le plus. L'homme qui va au théâtre pour se délasser, pour rire, y trouve de la comédie, et de la plus fine, de celle que Molière lui-même n'aurait pas dédaignée. Voulez-vous rire encore plus fort, la farce y côtoie la comédie, mais la

farce saine et polie. De la tragédie, il y en a aussi, et ceux qui veulent pleurer, les sensibles pourront le faire à la fin de la pièce. Cyrano enfin, est la plus parfaite personnification du Français qui ait jamais été écrite. C'est le Français tel qu'il aime être, tel qu'on le voit à l'étranger, bien que cela fasse quelquefois rire ceux qui ne le comprennent pas.

La conférence était accompagnée de la lecture d'extraits qui ont été fort appréciés.

Après la conférence, plusieurs membres du Cercle français ont pris la parole. Ils ont vivement remercié Monsieur Davy de sa 'Causerie' si simple et cependant si documentée, si intéressante et si pleine de verve française.



#### EDUCATION AND EUGENICS.

A deputation urging the views expressed at the Eugenics Education Conference was received on April 2 at the Board of Education, Whitehall, by Mr. Trevelyan. It was of a private nature, among the speakers being Major L. Darwin, President of the Eugenics Education Society ; the Headmaster of Eton ; Mr. Nicholls, ex-President of the National Union of Teachers and representing that Association ; the Very Rev. the Dean of St. Paul's ; and Miss Tuke, Principal of Bedford College, etc. This Conference had been organized by the Eugenics Education Society, a large number of head masters and mistresses of secondary and elementary schools having been invited, and over 900 attending.

It was urged by members of the deputation that if the idea of individual racial responsibility were inculcated by means of presenting the eugenic ideal, and the subject approached from the evolutionary standpoint, it would both assist the teachers and tend to strengthen the moral tone of the country.

Mr. Trevelyan, in reply, expressed his sympathy with the general objects which the deputation had put before him.



Intending students at some German holiday course may be interested to learn

that there will be lectures on Phonetics at the Jena Course this year. These lectures are to be given by Oberlehrer H. Lorey, a former pupil of Professor Viëtor, and a master at the Musterschule, Frankfurt, a 'Realgymnasium' famous for its teaching of Modern Languages.

The first course, from August 4 to 9, will be Elementary Phonetics with especial reference to German, with practical exercises.

The second course, from August 11 to 16, will be the Application of Phonetics to the teaching of Modern Languages to Beginners.



Mr. Walter Rippmann proposes to deliver in the autumn a short course of lectures for Modern Language teachers. There will be five lectures, from 10.15 to 11.45 a.m., on October 18, November 1, 15, and 29, and December 13 on Phonetics, in which the sounds of English will be made the basis, French and German sounds being compared and contrasted; and five lectures from 12.15 to 1.15 p.m. on the same days, dealing with methods of Modern Language teaching. It is intended that the lectures shall be of direct use to teachers in their daily work, and there will be opportunities for the discussion of difficulties. The lectures will be given at Queen's College, 43, Harley Street, W. The fee for the Phonetic Lectures alone is 7s. 6d.; for the Method Lectures alone, 5s.; for both courses, 10s. All communications about these lectures should be addressed to Mr. Rippmann (at 45, Ladbroke Grove, London, W.).



CAMBRIDGE UNIVERSITY, GIRTON COLLEGE.—Entrance scholarships and exhibitions tenable for three years from October, 1913, have been awarded thus: The Barbara Leigh Smith Bodichon Scholarship of about £44 to Miss H. Grover for French and German; college exhibitions of £15 each to Miss L. Everett (Norwich High School), for English and French, and Miss H. R. Bentinck for French and English.

LONDON UNIVERSITY.—The Gilchrist trustees have awarded an additional studentship of £80 in modern languages this year. Muriel Holbard O'Brien, B.A., Westfield College, and Frederick Sidney Shears, B.A., King's College, have been awarded these studentships.



LIVERPOOL UNIVERSITY.—M. Louis Adolphe Terracher, Associate Professor of French Literature and Provençal in the Johns Hopkins University, Baltimore, has been appointed Professor of French.



THE LONDON CHAMBER OF COMMERCE.—At the distribution of scholarships, certificates, medals, and prizes gained in the junior and senior examinations at the Mansion House on April 16, Mr. Sydney Buxton said that his department was greatly interested in the subject of commercial education. The proportion of foreign clerks in the city was some 40 per cent., and the business men of London felt that this was too high, and might even be dangerous. The Chamber of Commerce had set to work to educate English students.



ERICH SCHMIDT, Professor of German Language and Literature in the University of Berlin, died recently. He became Professor of German Philology at Strassburg in 1877, and Professor in the University of Vienna in 1880. He succeeded his old teacher, Professor W. Sherer, in Berlin in 1886.



Wanted for September, 1913, in a school within easy reach of London, a mistress who can take complete charge of the French work throughout the school. An Englishwoman who has studied abroad preferred. A degree desirable, but not essential. Must have had previous experience. Salary from £160, non-resident, according to qualifications. Apply to—Miss Whitelaw, Wycombe Abbey School, Bucks.



Mrs. Ife, 15, Victoria Road, Clapham Common, would be very grateful for any

information *re* Holiday Courses for Teachers at Berlin.

Mr. Hardress O'Grady begins on September 27, at the London Day Training College, a series of lectures for the L.C.C. on the Teaching of French with special reference to upper forms.

A French Protestant Student of Divinity (twenty-five years of age), with the highest recommendations, is anxious to hear of an English family where he could spend the summer as tutor, paid or *au pair*. Please communicate with Louis von Glehn, M.A., Perse School, Cambridge.

A correspondent would be glad of some ideas as to how to conduct conversation classes for pupils who have learnt French about three years, so as to make the conversation spontaneous and natural. Write to W. S. M., c/o Editor.

In the April number, p. 111, it was stated that the I.P.A. script would be used at Versailles *next year*. Of course, the writer meant 'next course,' which is held in July and August this year.

We have received the syllabuses of various Holiday Courses. Lack of space prevents us from referring to them at great length:

VERSAILLES (July 28 to August 25).—Under the new management of Mlle. Clément, 9bis, Rue du Sud, Versailles, practical phonetics will be a serious feature of the Course.

UNIVERSITY OF DIJON (July 1 to October 31).—The Courses are divided into three parts: (1) General lectures; (2) practical exercises; (3) commercial and philological. The University also provides during the academic year special lectures, examinations, and diplomas for foreign students. Apply to M. le Recteur de l'Université.

ALLIANCE FRANÇAISE (Saint Servan) will hold its eleventh Course from August 1 to August 29, under the management of Messrs. Fettu and Gohin. Write to the latter, 18, Avenue Trudaine, Paris.

A special feature of the course, which should be a boon to many, will be classes not exceeding twelve for practice in pronunciation.

ALLIANCE FRANÇAISE (Université de Poitiers en Touraine) will hold a Holiday Course from July 3 to August 26. Write to M. Sourdillon, Lycée Descartes, Tours.

ALLIANCE FRANÇAISE (Le Havre).—Professor Bascan, Institut de Phonétique Française, Rambouillet, près Paris, is this year holding his Course at Le Havre instead of at Villerville. The former place has many advantages from the student's point of view.

The University Extension Board of Lille has sent us a *brochure* which can be obtained from L'Office des Étudiants étrangers, 25, Rue Gauthier de Châtillon, Lille, and which sets forth in detail the many advantages offered to foreign students in that University.

HOLIDAY TUTOR.—Mr. L. R. M. Strachan, M.A., lector at Heidelberg University, recommends a German student of University College, London, as a holiday tutor. He will be free from the beginning of July to the end of October. Address:

Otto Jäger, Esq.,  
6, Cresford Road,  
Fulham.

Miss MILDRED KING, Pelham House, Seaford, Sussex, would be glad to hear of a good 'Reform' German grammar on the lines of Berthon's *Première Grammaire Française*.

The INTERNATIONAL EXHIBITION at Ghent this summer should attract many Modern Language teachers to that famous city. Its history, linked more than once with that of England, its art treasures and its modern industries are all worthy of study.

Mr. DANIEL JONES, M.A., Cambridge, has been appointed by the Curators of the Taylor Institution at Oxford, to be lecturer in Phonetics for three years.

## LIST OF FRENCH BOOKS IN ACTUAL USE.

## C.

Year.	Age.	
I. (beginners)	11-12	Dent's First French Book. Easy French Songs.
II.	12-13	Le Petit Bonhomme. Sur la Montagne (Blackie). Asinette or Une Joyeuse Nichée (Dent).
III.	13-14 (here German is begun)	La Mère Michel. La Dernière Classe. Mateo Falcone. Poésies pour les Enfants. Fastnacht's Second Year Course Grammar.
IV.	14-15	Le Bourgeois Gentilhomme. Le Roi des Montagnes. Les Jumeaux de l'Hôtel Corneille. Le Voyage de M. Perrichon. Fables de la Fontaine.
V.	15-16 (many girls leave at end of this year)	PREPARATION FOR SENIOR CAMBRIDGE: La Mare au Diable. Mlle de la Seiglière. La Petite Fadette. Poèmes de Victor Hugo. Fastnacht's Third Year Course as book of reference.
VI.	16-17	PREPARATION FOR LONDON MATRICULATION: Les Précieuses Ridicules. Colomba. Mme. Thérèse. Le Roman d'un jeune Homme Pauvre. Morceaux Choisis des Grands Écrivains Modernes.
VII.	17-18 (at present only pupil teachers)	History of French Literature. Athalie. Le Cid. Modern Prose and Poetry.

## NOTES.

- I. *Asinette* (in form of conversation) is specially useful for colloquial idiom, and always interests the children.  
*La Joyeuse Nichée* and *La Mère Michel* as prose narratives have the same advantages. They are very useful for free composition.  
*Fastnacht's Second Year Course* is excellent for irregular verbs.  
*Le Roi des Montagnes* is an abridged edition, otherwise it palls.  
*George Sand* (also an abridged edition) proves a great favourite.  
*Colomba* is interesting, but too long, unless it is to last a whole year.
- II. In the upper forms I always find the girls most appreciate continuous prose alternating with easy drama.

## D.

Age.	
9½ yrs.	1. Llewellyn's French Book (Dent).
10 to 10½ yrs.	2. } Dent's New First French Book. Picture Vocabularies: Füssli 3. } Wörter.
11 to 11½ yrs.	
12 yrs. 2 mos.	4. } 5. } The same. Picture Vocabularies: Füssli Sätze. 6. }
*13 yrs. 4 mos.	
13 yrs. 5 mos.	

\* Regrouping, and many new boys keep the standard low here and separation from classical boys.

## D—continued.

Age.	
13 yrs. 10 mos. to 14 yrs. 3 mos.	7. Arnold's Modern French Book. Part I. Picture Vocabularies : Füssli Sätze. Gavroche, Oxford French Series, etc. Picture Vocabularies : Füssli Sätze.
14 yrs. 4 mos. (German begun)	8. The same.
14 yrs. 6 mos. to 15 yrs.	*9. Arnold's Modern French Book. Part II. Picture Vocabularies : Füssli Sätze.
15½ to 16 yrs.	*10. The same.
16 yrs.	*11. The same. Une Année de Collège à Paris. Le Chien du Capitaine. Le Philosophe sous les Toits. Méry, Erckmann-Chatrian, Soulié, Oxford Junior French Series. Erckmann-Chatrian, Waterloo (parts selected), etc. Bertrand du Guesclin. Molière, Harrap's Shortened Editions. ( <i>Le Chien</i> proved too idiomatic and <i>L'Avare</i> very difficult.)
16½ yrs. (actual ages vary from 14 to 19)	12. Arnold (for grammar). Duhammel, Advanced Composition (for grammar and prose). Hernani. Berthon, French Verse. Molière, Harrap's Shortened Editions. Michelet, Louis XI., Jeanne d'Arc. De Vigny, Cinq Mars. Sandeau, Sacs et Parchemins. Daudet, Récits Militaires. Marbot, 2 vols., selected by Wilson-Green (too easy). Tartarin sur les Alpes. Sarcey, Siège de Paris. Mérimeé, Charles IX. De Vigny, La Canne de Jonc. ( <i>Lecture pour Tous</i> is freely read out of school.)

\* In 10, 11, 12 leakage of able boys, specializing in science and mathematics.

## REVIEWS.

1. *Das erste Jahr des deutschen Unterrichts*. Pp. 192. Pp. 131, text, direct method questions, explanations, and grammar; pp. 18, index of words—not a vocabulary; pp. 21, German sounds and phonetic transcript of the text.
2. *Deutsches Reformlesebuch*. Pp. 192. Pp. 100, text (thirty tales from German history), with illustrations and direct method questions; pp. 82, German sounds and vocabulary (explanations in German).
3. *Drei Wochen in Deutschland*. Pp. 191. Text with illustrations, direct method questions, and explanations in footnotes. All by D. L. SAVORY. Price 2s. 6d. Oxford University Press.

No. 2 was published in 1908. A friend of the reviewer, who has used it for several years, reports that he finds it 'a

very good book in many ways. The pieces are well chosen, and the grammar questions good, but some might well be harder and advance in difficulty. The directions in the grammar questions are difficult, and the language of the word definitions at the end of the book is more difficult than that of the text. As a vocabulary I find it of little use. The boys cannot make it out alone without a dictionary.' On this last point, another friend reports that, if he uses the vocabulary with the boys, they are then able to use it by themselves. This obviously takes time; it may be time well spent.

I will pick out three points for consideration. (1) It seems to me that the

exercises on noun endings, pp. 14, 17, 36, 51, 57, are too easy for a second year. This kind of work ought to continue, but in a harder form. When verbs corresponding to nouns are asked for on p. 34, the demand on the intelligence is sufficient. (2) Again, the exercises on prepositions—*e.g.*, pp. 13, 36, etc., where only the preposition or the article has to be inserted—are usually too easy for the second year. It is a matter of chance, too often, if the right case appears. When the pupil has to choose between the accusative or dative after the same preposition and explain why, or collect prepositions from the text and note the case, we may have a sufficient test. But this will have to be supplemented in the teaching before, in most cases, the pupil is sound, and further help might be given in the book. (3) A question on p. 13 raises the point whether more help should not be given with verbs. The parts are given in the vocabulary, but it would save time if the verbs were grouped together according to type. (4) No exercises are based on the pictures. Some help might be given for such exercises. No doubt many German teachers are historians and archaeologists enough to supply the necessary information, but all would probably be glad of material in the book—*e.g.*, what is Rudolf of Hapsburg holding in his hands? What is he wearing? What is the meaning of the beast at his feet? What is the collar round the neck of Kaiser Maximilian? We might have the origin of the illustrations in all cases. Illustrations as such often have no educational value; their language has to be learnt like any other. Neither pupil nor teacher knows it 'naturally.'

No. 3 appeared in 1911. The text, as in No. 2, contains much interesting material, drawn from personal experience, which may serve as an introduction to German life and ways. The style is much more ambitious than in No. 2, perhaps too ambitious for a book of this kind.

Now, in No. 2 we had little help in the declension of nouns; here, in the

first lesson, we find attention called to the shapes of certain nouns. It is to be regretted that the full plan is nowhere given, and that this exercise (no doubt still necessary in the third year) is not followed up. In this first lesson, too, is an excellent exercise on verbs with prefixes, separable and inseparable, and then we are asked for the endings of articles and adjectives after prepositions and verbs. If such exercises are still necessary, surely their form should now be altered. On p. 25 we are asked for parts of verbs, such as *sehen, sein, haben*, no doubt in order to compare the forms of the indicative and subjunctive, but there is no application of the subjunctive here. On p. 35 we have an unfortunate demand for *-ich* as an adjectival ending. It is only fair to note that this does not reappear in the latest book. On p. 42 we are still, in the third year, concerned with case endings and possessive adjectives or personal pronouns.

No. 1 appeared in 1912. Like No. 3, it is more ambitious in style than No. 2, after the first seven exercises. There are no pictures to aid the teacher, and he may possibly find it difficult to use as a beginners' book. The explanations at the end of each piece (from Exercise 8 onwards) are longer than the piece itself; they include, in addition to explanations of words and grammar forms in the text, much new material. There are footnotes to these explanations, and even then all the necessary points are not treated. The introduction of new vocabulary and new grammar forms is surely too rapid for the normal pupil, and the normal teacher will have to group the vocabulary and the grammar forms to secure sound work. Teachers will find it worth their while to look at, *e.g.*, 'a lesson' and 'a poetry lesson,' but will they care to use them as formal lessons in a book in the hands of their pupils?

Let us apply the reviewer's test here—noun declensions, adjective declensions, modal verbs, inversion. General principles have been stated in the last review. On p. 19 we have the correct divisions into

masculine, feminine, and neuter, but there is no arrangement to show that often all three genders show the same type of plural formation. English pupils are very slow to notice the *shape* of words, and teachers need help in the books they use. On p. 22 we approach an arrangement, but do not attain it; e.g., it is unfortunate that the endings *e* and *en* (*Heft*, *Tür*) are grouped together, as are *e* and *er* (*Wand*, *Buch*). The opportunity for giving a simple, logical plan occurs again, but is never seized. On p. 32 we have an abstract statement of what are strong nouns—a definition of the grammatical term only. Are such abstract statements helpful to the young pupil or the young teacher? Is it helpful, again, to state that such nouns are 'mostly masculine and neuter; some, too, are feminine'? What pupil and teacher need are hints how to recognize the type—how to make reasonable guesses from the shape to the gender, and the gender to the shape, with the aid of what is known. Given a suitable plan, we should hardly have the directions in the exercise on p. 42—abstract directions. There are good abstract statements on the declension of adjectives. It seems an oversight that we have a summary on p. 105 (a small flaw in the statement here), but no full treatment of the adjective standing alone before its noun till p. 149 (and then only the masculine). On this page we find our old friend 'for the sake of euphony.' Remembering the school career of this phrase, would it not be well to add the practical reason for all these variations of form? Indefinite numerals with adjectives occur in a few places, but no directions are given for the declension in their case.

In the auxiliary verbs of mood the strong form of the past participle is stated to be an infinitive. No explanation is given of the unusual form of the present.

Inversion is treated with the adverbial adjunct only. As was remarked above, one short rule will cover all cases.

To conclude, these books contain many good things. There is need for a more

careful plan in the text, and still more in the exercises, for aid in grouping vocabulary, grammatical forms and uses, and for revision exercises. Is it too much to ask for these things in a new edition?

H. L. H.

*Contes d'Hier et d'Aujourd'hui*. 2<sup>me</sup> volume. Edited by J. S. NORMAN and CHARLES ROBERT DUMAS. Pp. 159. Price 2s. Bell.

The tales are 'Le Roman de Renard,' 'Les trois Cognées,' 'Le Chat botté,' 'La Bicheau Bois,' 'Une Histoire de Revenants,' 'Les deux Oies blanches d'Aubépine.' The text, with questions and illustrations, occupies eighty pages. There follow biographical notices in English (pp. 9), notes in French (pp. 8), written exercises—direct method—(pp. 8), and a French-English vocabulary (pp. 26). The exercises consist of hints for free composition and hints for a reproduction of the text. Some words here—e.g., *vannier* (p. 97), *palmees* (p. 99)—and *monture*, notes (p. 109), are not in the vocabulary. Some of the notes are complicated by too much explanation—e.g., *réclamait* (p. 106). On p. 107 the form *de quoi*, on p. 108 the form *bien des*, is not explained. What is a boy to make of *il explétif* (p. 110). On p. 83 there is a comma between *Clément* and *Marot*. The fowl which appears in the picture on p. 6 seems to have been devoured on p. 5. But these are small faults. The stories are well written and the exercises good.

*Der Silberne Schilling, and Other Tales*. Edited by WALTER RIPPMAHN. Pp. 88. Price 1s. 4d. Dent.

The other tales are 'Das Feuerzeug,' 'Der Schatten,' 'Das Tapfere Schneiderlein,' 'Die Geschichte des Jahres,' in all 57 pages of text. The work of Grimm and Andersen is too well known to need comment. The direct method exercises (pp. 29) are good, but the print is rather small.

*Deutscher Humor*. Edited by FREDERICK BETZ. Pp. vi + 143. Price 1s. 6d. Heath.

The text (pp. 82) is not of high quality. The notes (pp. 11) are not very satisfactory

—e.g., *war zu sehen* (p. 84), *könnte* and *hätte bleiben können* (p. 91). The vocabulary occupies forty-eight pages.

*Free Composition in German.* By F. W. WILSON. Pp. 72. Price 1s. 6d. Arnold.

This is a good book. Great ingenuity is shown in the handling of the verse and prose pieces chosen for the exercises. Every teacher will probably find valuable hints.

*Essays and Studies by Members of the English Association.* Vol. iii. Collected by W. P. KER. Pp. 152. 5s. net. Oxford: Clarendon Press.

The seven studies in this volume, though not all of equal value, are worthy of the English Association and of the distinguished editor under whose ægis they are published. Professor Murray's account of 'What English Poetry may still learn from Greek' is perhaps the most interesting essay in the book, though those who were fortunate enough to hear him lecture on the subject will necessarily miss the fire and enthusiasm which made his quotations ring with new music in their ears. The Dean of Norwich writes with his customary insight and felicity on 'Blake's Religious Lyrics,' contributing a lucid statement of the poet's fundamental doctrines as well as an appreciation of his poetry. Professor Mackail suggests an interesting hypothesis concerning 'A Lover's Complaint,' which merits further investigation. Professor Saintsbury writes on 'Dante and the Grand Style'; Mr. Omund contributes a valuable paper on 'Arnold and Homer'; Mr. Rannie examines 'Keats's Epithets,' and Mr. Jack contributes a rather disappointing essay, entitled 'Some Childish Things,' on a subject full of attraction. The volume as a whole merits the attention of all those who are interested in English scholarship.

*English Literature: Modern.* By G. H. MAIR. Home University Library. Pp. 256. Price 1s. net. Messrs. Williams and Norgate.

'The book pretends no more than to be a general introduction to a very great subject,' and one sympathizes with the

author in the difficulties that have confronted him. He has not, of course, been able to bring to his task the fine scholarship and independence of judgment which distinguish Professor Ker's treatment of Medieval Literature in the same series, but he has, nevertheless, succeeded in writing a stimulating account of four hundred years of English literature. There are of necessity many omissions, but even so, it cannot have been easy to attain the air of leisurely enjoyment which characterizes most of the criticism. Mr. Mair has done a useful bit of work which deserves its place in the Home University Library as an unpretentious guide to the books of which it treats. If it contains little that is original, it yet succeeds in restating facts with zest as well as with accuracy. Finally, it has the unusual merit of dealing with the work of living authors and of recognizing it cordially as worthy of admittance to the realms of literature. It is refreshing to read the frank admission that 'literature is an ever-living and continuous thing, and we do it less than its due service if we are so occupied reading Shakespeare and Milton and Scott that we have no time to read Mr. Yeats, Mr. Shaw, or Mr. Wells.'

*A History of English Prose Rhythm.* By GEORGE SAINTSBURY. Pp. ix + 482. Price 14s. net. Messrs. Macmillan. 1912.

To attempt an adequate review of one of Professor Saintsbury's books, it would be necessary to possess his encyclopædic knowledge of the literatures of half a dozen countries, his freshness of outlook, and his delight in grappling with difficulties that appal the ordinary scholar. It is easy enough to find fault with the general arrangement of his works or with their detailed treatment. One may object in the present instance to the lack of rhythm in the prose of its historian; one may complain that he nowhere explains what is to be understood by 'rhythm'; that he uses loosely and inconsistently such fundamental terms as 'short' and 'long' and 'foot'; that he reaches in

his final chapter a conclusion in which nothing is concluded. But when these and similar defects are tabulated, one is still left wondering at the exuberance of mind, the mass of detailed information, and the adventurous spirit which enabled the Professor to embark on an unknown sea and to pilot his vessel safely through all the rocks and shoals of his voyage. It is not the first time that Professor Saintsbury has set sail on an unplumbed ocean of criticism. Now, as always, he impresses his followers by the glory of his quest. No one can read his work without being freshly convinced of the pleasures of reading. Professor Saintsbury has enjoyed much and greatly; he has found goodness where it is not often sought; he has passed over none of the masters, and he has heard the appeal of each and all. This is not the book-making of a pedant; it is the exact and loving work of a scholar who rejoices in his vocation and to whom no book-friend calls in vain. The *History of English Prose Rhythm* is as provocative and controversial as anything which Professor Saintsbury has written; but it bears upon it the impress of the man of letters who has devoted his life to learning and would fain draw others to drink of its refreshing waters. The value of the book lies, we think, less in what it explains and decides than in the speculations to which it gives rise and the entertainment which it affords. We agree with Professor Saintsbury when he states that the secret of harmony in prose cannot be unravelled by systematic analysis. We are grateful to him for having attempted the impossible, and, incidentally, for having shown us once more his own appreciation of what is best in literature.

*History of English Literature from Beowulf to Swinburne.* By ANDREW LANG, M.A. Pp. xxi+689. Price 6s. Messrs. Longmans, Green and Co. 1912.

'Through much reading and writing, they that look out of window are darkened, and errors come.' Doubtless Mr. Lang was right in speaking of his sins of commission as well as of omission in this, his last volume; but the reader is not

likely to lose sight of the other side of the picture—the taste cultivated by much reading and writing, the broad catholicity of judgment, the ripe experience, which make this history, like everything else that Mr. Lang produced, in the best sense individual and his own. Perhaps we learn incidentally as much about the historian as about the books he criticizes; but this, too, is in the present case all gain. It is no small thing if a textbook can make us realize that for its writer, at any rate, much reading never became a weariness to the flesh. In return, we may condone even omissions such as that of the name of Blake in a volume that devotes several pages to Edward Young and finds room for Beddoes and Praed. Mr. Lang is not an orthodox critic, and we are not bound to agree with all his conclusions. Indeed, his book is perhaps scarcely designed as a handbook for the young. But for the rest of us it is refreshing to discover a *History of English Literature* so far removed from the ordinary textbook and, whatever its imperfections of arrangement or proportion, so conscious always of the 'aliveness' of books and their writers.

*Georgian Poetry, 1911-1912.* Pp. 197. The Poetry Bookshop. 1912. Price 3s. 6d. net.

We have for some time been of opinion that the reading of poetry is on the increase, and that, among young people especially, there is a fairly widespread desire to discover if any poets have arisen to become the spokesmen of their generation. To all who care for poetry and for its future we commend this anthology of 'new' poets—young men nearly all of them, and all, without exception, worthy of notice. It is difficult, for the average reader impossible, to acquire every volume of verse that contains some good things; it is not easy nowadays even to become acquainted with all the real poetry that appears. This book is, then, a boon to those who would fain learn who are the coming men. For we think no one can peruse these selections without a conviction that we are at the dawn of a new era of poetry, that some, if not all the writers

here represented, have a great future before them, while the general level of minor poetry is nowadays unusually high. It is not possible, in the space at our disposal, to criticize the poets individually, but the impression left by the selections as a whole, is that of sincerity and of great imaginative strength. These men have no mannerism common to them all, no particular 'attitude' towards life—unless the desire to live it and to rejoice in its splendour and its many-sidedness can be so described. They think and they feel; they delight in action, and long for experience. In some of them there is more of energy, even of brutality, than of beauty; in others the verse is as brilliant as it is strong. But everywhere the note sounded is that of buoyancy and power. Many lovers of poetry will feel more confident of its future because, in the words of one of them, these men are not 'in thrall to mean despairs,' but ready and eager to storm 'the secret beauty of the world.'

*Poems by William Allingham.* Selected and arranged by HELEN ALLINGHAM. Pp. x + 196. Macmillan's Golden Treasury Series. 1912. Price 2s. 6d. net.

It was high time that a handy volume of selections from the poems of William Allingham should make him more accessible to the general reader. Few people wish to wade through the lengthy *Laurence*

*Bloomfield*: many will enjoy his genuine lyrical gift, especially as expressed in the *Irish Songs*. Some of us made acquaintance with *The Fairies* and *The Lepracaun* in the nursery, and are all the better pleased to find that they are equally charming in later life, and that Allingham wrote other things at least equally good. He is not among the great poets, but he possesses grace and charm and music—all adequately represented in the present volume. Teachers will find in it many poems suitable for lower-form children, though this is not meant to imply that there is nothing for older readers. It will be a pleasure to many to have this poet upon their shelves, and to add him to their 'Golden Treasury' friends.

*The British Academy Second Annual Shakespeare Lecture: Coriolanus.* By A. C. BRADLEY, Fellow of the British Academy. Pp. 19. Oxford University Press. 1912. Price 1s. net.

Those who are acquainted with Dr. Bradley's earlier Shakespearian criticism will hail with joy a new essay from his pen. *Coriolanus* is entirely worthy of the work that has preceded it, and than this there can be no higher praise. Dr. Bradley's interpretation ranks with the masterpieces of creative criticism: it would be impertinent in a brief review to do more than recommend it to all lovers of Shakespeare.

## CORRESPONDENCE.

### VOCABULAIRE FRANÇAIS.

I am quite aware that, in these days, when 'specimen copies' of school-books are to be had for the asking, and even sometimes without, few teachers, if any, would definitely accept the opinion of book critics. The highly amusing assertions of your anonymous reviewer about my book 'Vocabulaire Français' (MODERN LANGUAGE TEACHING, April) would not have, therefore, attracted my attention, had it not been for two points to which I think I ought to reply. I hope that you may see your way to publish my answer in your next number.

1. If my book be at all '*well produced*,' why should there be an attempt at pushing it aside to substitute a selection of '*just as good*'? Is the notice on my 'Vocabulaire' a piece of book-reviewing, or a clumsy essay on Comparative Advertising, or a case of . . . 'axe-grinding'?

2. As for the gratuitous assertion of your reviewer that my book '*will appeal to but few Modern Language Teachers*,' I must leave it for teachers themselves to decide, but it may be of interest to your reviewer, and to them, to hear that this book appeals to me personally at the rate of FOUR HUNDRED COPIES YEARLY, and that the publishers have, long ago, in-

formed me that I was far from being their only customer. *Verb. sap.*

J. P. R. MARICHAL.

#### NATIVE OR FOREIGN PROFESSORS?

In connection with this question I propose to submit to you shortly the views of some French professors of English holding posts in French Universities or *lycées*. But, although I am sure that the contributions of these gentlemen will interest your readers, I do not think they will affect the opinion of their English colleagues; I imagine that all English teachers of Modern Languages have long ago made up their minds that the importation of foreigners is unfair competition and ruin-

ous to all hopes of building up an efficient national system of modern language teaching. I propose that without further delay the Modern Language Association take action to defend the interests of English teachers, and that the committee address to all Universities, colleges, schools, and examining bodies, a letter in which they point out the evils of the present system and ask them in future to appoint as professors, lecturers, teachers, examiners or inspectors, *none but Englishmen*; and that, at the same time, they request the Board of Education to exert its influence in the same direction.

F. A. HEDGCOCK.

BIRMINGHAM,  
May 24.

#### BIBLIOGRAPHY.

N.B.—*All books received will be noted in this column. Such notice does not preclude a careful review should the Editor consider any book of sufficient importance or interest.*

##### ENGLISH.

Chambers's Supplementary Readers (Illustrated):

MRS. MOLESWORTH: Greyling Towers (abridged). For Junior Classes. 160 pp. Price 8d.

ESCOTT LYNN: A Cavalier of Fortune (abridged). A story of the Monmouth Rebellion. 240 pp. Price 1s. Selections from Hakluyt. Rendered into modern English by H. A. Treble. 160 pp. Price 1s.

CHARLES KINGSLEY: The Water Babies (abridged). 152 pp. Price 1s.

[This series can be highly commended. The books are attractively got up and the print is very good.]

Chambers's Standard Authors:

KINGSTON, W. H. G.: Marmaduke Merry the Midshipman. 314 pp. Price 8d.

— Manco the Peruvian Chief. 314 pp. Price 8d.

BALLANTYNE, R. M.: The Young Fur-traders. 376 pp. Price 8d.

The Arden Shakespeare: Methuen and Co.

KING JOHN. Edited by Ivor B. John. xxxvi + 149 pp. Price 2s. 6d. net.

RICHARD II. Edited by Ivor B. John. xxxvii + 107 pp. Price 2s. 6d. net.

##### FRENCH.

###### *Composition.*

NAULET, M. F.: Retranslations and Exercises based on Mansion's Contes et Récits. 78 pp. Price 6d. Harrap and Co.

###### *Courses.*

CHAPUZET, M. L., and DANIELS, W. M.: Mes Premiers Pas en Français. Illustrated by E. S. Farmer. 128 pp. Price 1s. 3d. Harrap and Co.

###### *Texts.*

BALZAC, HONORÉ DE: Gobseck et Jésus-Christ en Flandre. Edited, with Introduction, Notes, and Index, by Dr. Salbrook. xxv. + 119 + 78 pp. Price 3s. net. Oxford University Press (America).

OCTAVE SIMONE: Ulysse chez les Cyclopes (Longmans' French Texts, Elementary). Edited with notes, exercises, and voca-

bulary by T. H. Bertenshaw. Price (pupils' edition) 6d. Longman and Co. Blackie's Longer French Texts. With notes, phrase-list, exercises for retranslation, and vocabulary. Price 8d.

JULES VERNE : Voyage au Centre de la Terre. Ed. C. W. Bell. 82 + 46 pp.

FÉVAL : Le Petit Gars. Ed. S. Tindall. 57 + 55 pp.

Blackie's Little French Classics. With notes and exercises.

MOLIÈRE : Monsieur de Pourceaugnac. Ed. S. H. Moore. 68 + 22 pp. Price 10d.

GÉRARD : Le Tireur de Lions. Ed. C. Saunois. 39 + 9 pp. Price 4d.

DAUDET : Lettres de mon Moulin. Contes Choisis. Ed. E. J. A. Groves. With Questionnaire et Devoirs de Rédaction. 37 + 11 pp. Price 4d.

Direct Method Texts. Mills and Boon.

JULES CLARETIE : Pierville. Illustrations. Ed. R. R. N. Baron. Notes et exercices. 141 + 43 pp. Price 1s. 6d.

PROSPER MERIMÉE : Tamango. José Maria le Brigand. Ed. R. R. N. Baron. Vocabulaire, exercices et questionnaire. 40 + 52 pp. Price 1s.

#### *Miscellaneous.*

LA MÉTHODE POSITIVE DANS L'ENSEIGNEMENT : Leçons faites à l'École des hautes Études sociales. 280 pp. Prix 6 francs. Librairie Félix Alcan.

DAUZAT, A. : La Défense de la Langue française. 311 pp. Prix 3 fr. 50. Colin.

WELLER, W. E. : A French Note-book. 112 pp. 4to. Price 1s. 4d. Cambridge University Press.

[This systematic note-book is a good idea, and should be welcomed by those who teach grammar as it should be taught, from the reading text, and who practically let the pupil compose his own grammar. We believe that most pupils would take a pleasure in filling up this book neatly. The *Table des Matières* would enable him to find examples on any point, impossible with the

usual style of note-book. We note with pleasure the explanation of verbal forms by the double radical present.]

DUPOUY, AUG. : France et Allemagne. Littératures Comparées. 300 pp. Price 3 fr. 50. Paul Delaplane.

GASC : A New French-English and English-French Dictionary. Thirteenth Edition. With Supplement containing 4,000 recent words. 975 pp. Price 12s. Bell and Sons.

#### GERMAN.

##### *Texts.*

FRANZ GRILLPARZER : Libussa. Trauerspiel in fünf Aufzügen. Edited, with introduction, and notes, by G. O. Curme. cvii + 174 + 12 pp. (Oxford German Series.) New York : Oxford Univ. Press.

FRITZEN VON SCHLICHT : Der Erste Schnee. Ed. A. Blades. (Blackie's Little German Classics.) 25 + 15 pp. Price 6d.

##### *Miscellaneous.*

DR. RICHARD LOEWE : Germanic Philology. Translated and edited by J. D. Jones. 170 pp. Price 4s. 6d. net. George Allen.

DAVID, REV. W. H. : Test Papers in Elementary German Grammar. 56 pp. Price 1s. 6d. Henry Frowde.

PREHN, AUGUST : A Practical Guide to a Scientific Study of the German Vocabulary (Oxford German Series). 257 pp. Price 3s. 6d. Oxford University Press (American).

#### VARIOUS.

MONTEVERDE, R. D. : The Spanish Language as now Spoken and Written. A complete theoretical and practical grammar. With copious examples and exercises. 412 pp. Price 4s. net. Blackie.

GRANT, W. : The Pronunciation of English in Scotland. xvi + 207 pp. Price 3s. 6d. net. Cambridge Univ. Press.

JONES, D. : Phonetic Readings in English. x + 97 pp. Carl Winter, Heidelberg.

JONES, D., and KWING TONG WOO : A

Cantonese Phonetic Reader. xxii+93 pp. Price 5s. net. University of London Press (Hodder and Stoughton).  
 ALSTON, J. BRUCE: How to Speak and Read. 120 pp. Price 2s. net. Blackie.  
 SOAMES, LAURA: Introduction to English, French, and German Phonetics. Third edition, revised and partly rewritten, by Wilhelm Viëtor. xxix + 267 pp. Price 6s. net. Macmillan and Co.

SOAMES, LAURA: The Teacher's Manual. 2 vols. Part I.: The Sounds of English. xxi+90 pp. Part II.: The Teacher's Method, with copious Word Lists. 117 pp. Edited by Wilhelm Viëtor. Second edition, revised and rewritten. Price 2s. 6d. Macmillan and Co.  
 TERMAN, L. M.: The Teacher's Health. A Study in the Hygiene of an Occupation. 136 pp. Houghton, Mifflin and Co.

## MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at the College of Preceptors on Saturday, May 31.

Present: Rev. W. S. Macgowan (*chair*), Mr. Allpress, Miss Althaus, Miss Backhouse, Miss Batchelor, Messrs. Cruttwell, von Glehn, Miss Hargraves, Miss Hart, Messrs. Hutton, D. Jones, Ll. J. Jones, Rippmann, Robert, Salmon, Miss Shearson, Miss Strachey, Messrs. Somerville, Twentyman, and the Hon. Secretary.

Letters of apology for absence were received from Messrs. Andrews, J. G. Anderson, Miss Ash, Professor Fiedler, Messrs. Gerrans, Fuller, Kittson, Odgers, Payen-Payne, Miss Pechey, Miss Stent, and Professor Wichmann.

The minutes of the last meeting were read and confirmed.

The first matter considered was the continuation of the work of visiting and reporting on Holiday Courses. After some discussion it was agreed that the work should be continued, and it was referred to the Study Abroad Sub-Committee to consider the question of ways and means.

It was agreed that as the Association will be celebrating the attainment of its majority next January, the Annual Meeting should be held in London, and should form part of the Conference Week.

The following rule relating to the capitation fees paid to provincial branches was adopted: 'That only those be reckoned members of a provincial branch who signify their desire to become active members of the branch.'

Letters were read from Messrs. J. G. Anderson and Cloudesley Brereton, calling the attention of the Committee to the circumstance that the Universities had ignored Englishmen in making recent appointments to Modern Language professorships. Mr. Rippmann spoke in support of the letters, pointing out that the present policy of the Universities discouraged able young men from pursuing the advanced study of foreign languages. After some discussion it was resolved that Mr. Rippmann should draft a letter of protest, to be submitted to the next Executive Committee.

The following recommendations of the Membership Sub-Committee were adopted:

'That all resignations be reported to the Committee.'

'That in all cases the school be entered on the Topographical List with the member's name.'

'That in connection with the Association's attainment of its majority, an appeal to support the Association be issued to all Modern Language teachers in schools who do not belong to the Association.'

It was also decided to ask the local secretaries whether they could attend a Conference with the Executive Committee, to be held at the time of the Annual Meeting.

The date of the next meeting was fixed for September 27.

The Hon. Secretary reported that he had received an invitation from the Société des Professeurs des Langues Vivantes, asking the Association to send delegates

to their Whitsuntide meeting, but had been unable to find anyone able to go.

The following sixteen new members were elected:

H. Ashton, B.A., Docteur de l'Université, Gonville and Caius College, Cambridge.

Professor L. Bascan, Directeur, École Supérieure, Rambouillet (Seine-et-Oise).

Julien J. Champenois, M.A., L.-ès-L. et Droit, Agrégé de l'Université, Bedford College, W.

Miss Rosa Davey, County School for Girls, Ashford, Kent.

Miss L. M. Galloway, County Secondary School, St. Pancras, N.W.

K. T. Gemmell, M.A., Tonbridge School.

Miss M. C. Grier, Cyfarthfa Castle Municipal Secondary School, Merthyr Tydvil.

Miss C. M. Jeans, James Allen's Girls' School, S.E.

Mother Francis Kennedy, St. Dominic's High School, Dominican Convent, Belfast.

Miss M. S. McFie, Prior's Field, Godalming.

Miss V. M. W. Marks, B.A., Bedford College, Regent's Park, W.

Miss M. S. Miller, Southgate County School, N.

F. Pery-Hutchesson, B.-ès-L., Mercers' School, E.C.

Miss Search, 21, Carlton Vale, N.W.

E. M. Standing, B.A., c/o R. W. Hal-  
lows, Esq., Biensis, Glion-sur-Montreux.

Miss C. E. Wooster, B.A., County Secondary School, Kentish Town, N.W.

#### MISSING ADDRESSES.

The addresses of the following members are missing. The Committee will be much obliged to anyone who will send the Hon. Secretary information of their whereabouts. In each case the last known address is appended to the name.

A. Chambers (Malvern College).

C. C. Henderson (32, Abingdon Court, Kensington, W., formerly of Loretto School).

Miss E. Hogg (Granville Terrace, Edinburgh).

C. H. Laurence (Leeds Grammar School).  
R. S. Loomis (Harvard University, U.S.A.).

A. E. Marley (101, Roterbaum-Chausse, Hamburg).

B. T. Metcalf (Wakefield Grammar School).

D. Michael (New School, Abbotsholme).

H. A. Prankerd (Liverpool College).

C. B. Roberts, R.N. (c/o Capital and Counties Bank, Ludlow).

Mlle. A. Tarrach (Parc de Neuilly, near Paris).

#### WEST LONDON BRANCH.

The first Spring meeting was held at the St. Paul's Girls' School, Hammersmith, on Friday, February 14. Professor Rippmann took the chair. Mr. Cloudesley Brereton gave an interesting address on the 'Teaching of the Mother-Tongue Abroad,' with special reference to M. Bezar's books, *La Classe en Français* and *La Méthode Littéraire*. Mr. Cloudesley Brereton pointed out the excellence of the French methods of teaching composition, and showed how such methods fostered clearness and artistic expression in the written essay and the spoken word.

A discussion followed in which several members took part. It was generally agreed that French children were more carefully trained than English in the use of the mother-tongue.

C. LOVEDAY, *Hon. Sec.*

#### SOUTH-EASTERN BRANCH.

On Friday, March 7, a meeting was held at Goldsmith's College, New Cross, by kind permission of the Warden. Mr. Cloudesley Brereton was kind enough to read us a paper on 'The Teaching of the Mother Tongue Abroad.' He drew some interesting comparisons between the teaching in France and in England. A discussion followed. The members present much appreciated Mr. Brereton's kindness in giving them some of his valuable time.

D. A. RAPPAED,  
*Hon. Sec.*

## YORKSHIRE BRANCH.

The last, and perhaps the most successful, meeting of the session 1912-13 was held on March 15, at the Leeds University, Mr. W. E. Urwick in the chair, when Mr. L. von Glehn read a delightful and inspiring paper on 'Free Composition in French.'

The attendance was considerably larger than usual, members having come from all parts of the county, including towns as far apart as Barnsley, Batley, Bingley, Bradford, Castleford, Doncaster, Elland, Keighley, Normanton, Pontefract, Selby, Wakefield, even Todmorden on the Lancashire border, and other remote places. An animated discussion followed the lecture, which seemed to prove that, though the lecturer's ideals were (for the moment) too high for realization in many schools, the general desire was to get as near to them as possible. One speaker, indeed (Miss Backhouse, Bradford), boldly called upon teachers as a body seriously to consider how the difficulties in the way of attaining these higher ideals might be lessened or removed.

There is no doubt that in the deplorably short course of the ordinary secondary school economy of time is of the first importance. There is so much to be done, that there seems no place for the old proverb: '*Chi va piano, va sano*,' etc., and teachers are *afraid to go as slowly as they ought* in the first and second years. 'Consequently, ideals are sacrificed from the outset.

Economy of time, in the true sense of the term, needs to be more courageously, more faithfully, understood.

An interesting illustration of this fact was afforded at the small (West Riding) Inter-School Reading and Recitation Contest (in French and German) that took place the same day at the Central High School, Leeds, by the courtesy of Dr. Forsyth, when Mr. von Glehn most kindly acted as adjudicator.

Of the schools competing, all use phonetics to a greater or lesser extent, and all sent in candidates in each of the four

divisions in French; but it is remarkable that the school who carried off the honours in the second, third, and fourth year divisions respectively is one of the faithful few who believe in working slowly, using phonetic script only for the best part of four terms, French only as the medium of instruction, and not beginning a 'book' until the fourth term. As the third year people in this school are now reading *Lettres de Mon Moulin* without translation, and with very much more than ordinary enjoyment and even literary appreciation (of which many definite instances could be furnished), the result can hardly be considered unsatisfactory, even though their school career should come to an untimely end in July, when the three years (which so often bound the secondary school course) are completed. The written work in this school is considerably above the average, and the examination results in the highest form are generally distinguished.

L. H. ALTHAUS.

## BIRMINGHAM BRANCH.

On Monday, March 3, the Birmingham Branch held a meeting at the University, Edmund Street, in conjunction with the Cercle Français (Birmingham University). The occasion was a lecture by M. Mallégué on '*Femmes Ecrivains d'Autrefois et d'Aujourd'hui*.'

Beginning with Mmes. de La Fayette and Tineyre, the lecturer showed how, dimly at first, but afterwards more and more clearly and emphatically, those literary women insisted on one thing—woman's right to an expression of her own individuality, and how many social evils were due simply to the fact that this had been denied her.

The analysis of a few representative novels, and the reading of some typical passages, brought out these points.

Professor Chatelain, who presided, supplemented the lecture with a few further remarks on the subject, and expressed the thanks of the meeting to M. Mallégué.

H. ARNOLD HATFIELD.

## INTERESTING ARTICLES.

**TIMES EDUCATIONAL SUPPLEMENT :**  
(May) Examinations, their Use and Abuse ; London University ; Foreign Teachers in English Schools.

**THE EDUCATIONAL TIMES :** (May) The Montessori System (Professor Findlay).

**SCHOOL WORLD :** (May) German Reform Schools (M. P. Mayo) ; Grammatical Terminology.

**EVERYMAN :** (April 25) The Poetry of Donne (G. Saintsbury).

## EDITORIAL NOTES.

Sub-Editors: Miss BENTINCK-SMITH ; Rev. W. OSBORNE BRIGSTOCKE ; Mr. H. L. HUTTON ; Mr. HARDRESS O'GRADY ; Mr. De V. PAYEN-PAYNE ; Miss E. STENT ; Professor R. A. WILLIAMS.

Contributions and criticisms are invited on the following :

Modern Languages and a Liberal Education.

Lists of Books (see Mr. O. Brereton's note, p. 35). Contributors are requested to imitate the lists on pp. 107, 108, and begin with the lowest class.

Free Composition (see November, 1912, p. 205).

Anonymity will be permitted to the excessively modest and others.

Those who wish to make use of the Children's Exchange should communicate early with Miss Batchelor if they wish to have a choice of the best exchanges.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, April or May, June, July, October, November, and December. The price of single numbers is 6d. ; the annual subscription is 4s.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, Cuilrathain, Harpenden, Herts.

The Journal is sent free to all Members of the Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Mr. H. M. Crutwell, Byron Hill, Harrow.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 7, South Hill Mansions, London, N.W.

The MODERN LANGUAGE REVIEW, a Quarterly Journal of Medieval and Modern

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# MODERN LANGUAGE TEACHING

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## LE VERS LIBRE.

NOUS pouvons maintenant parler du vers libre français, forme nouvelle du vers introduite vers 1885, sans avoir d'abord à démontrer son existence, à exhiber son certificat de vie. Qu'un critique, souvent plus perspicace, ait pu écrire il y a neuf ans à propos d'un concours de poésie: Ce concours 'signifie la mort du vers libre; on se souviendra que, en l'an 1904, vers le mois de mars, la mort du vers libre a été constatée, proclamée,' cela ne peut que nous amuser aujourd'hui. Le vers libre vit si bien qu'il se transforme sous nos yeux; et déjà la distance est grande du vers de G. Kahn ou de Viélé-Griffin à celui de MM. Romains et Vildrac; aussi grande que la différence entre les modes de pensée de ceux-ci et de ceux-là. Cette évolution continuera; le vers libre, à moins de signer lui-même cette condamnation qu'on prononça contre lui dès sa naissance, ne doit pas se fixer, mais être le

vêtement souple que chacun drape à sa guise, qui ne cache pas le mouvement, et, moins encore, ne l'entrave ni ne le force.

Je voudrais ici donner quelques notes sur l'origine et la construction du nouveau vers, sans toutefois remonter par delà le déluge, comme certains théoriciens hardis l'ont fait; pour plus de commodité plaçons donc le déluge, tout près de nous, aux environs de 1880. Le Parnasse alors se mourait, pas les Parnassiens; il en est encore de vivants aujourd'hui—quelques-uns sont à l'Académie, d'autres frappent toujours à la porte . . . mais ne vous y trompez pas, le Parnasse se mourait il y a exactement trente ans. Cette poésie formaliste et positiviste n'avait plus rien à dire; ou plutôt, car je m'exprime mal et certains bavards ont toujours quelque chose à dire, elle ne trouvait à répéter que ce vieux fonds de chants intimes ou réalistes qu'elle débitait

depuis vingt ans et plus, qui sentaient l'encre et le café.

Grands virtuoses, nos Parnassiens avaient tiré tous les effets possibles de leur instrument, le vers régulier à rime riche. Or, chant et instrument répugnaient à quelques esprits jeunes, et généreux comme on l'est quand on est jeune, épris de philosophies plus mystérieuses, et je crois plus profondes, que le positivisme alors régnaient.

Hardiment, ils donnèrent pour but à leurs efforts de pensée et de poésie la représentation du mystère, l'évocation de l'Inconnaissable, la recherche 'de la réalité supérieure qui se dérobe derrière les phénomènes,' a écrit M. Beaunier.\*

Le poème ne serait plus construit comme une harangue, une dissertation, ou un récit ; il serait l'enfant d'une intuition exaltée s'adressant par la musique et les images à l'âme des autres hommes.

Elle serait, cette nouvelle poésie, aussi peu didactique que possible, aux antipodes, à la fois, des prétentions moralisatrices de Coppée, des évocations ethnologiques de Leconte de Lisle. 'Eloquence is heard ; poetry is overheard,' a dit excellemment J. Stuart Mill. Les Français, que leur sociabilité porte surtout à comprendre les sentiments des autres, trop souvent n'avaient recherché que l'éloquence ; les nou-

veaux poètes de 1885 voulaient atteindre à la vraie poésie, celle dont parle Mill, fruit naturel de la solitude et de la méditation. Ils arrivaient pleins du légitime désir de faire entrer dans la langue française ce qu'ils aimaient dans Poë, dans Shelley, Browning, dans Walt Whitman pour un ou deux d'entre eux ; résolus aussi, quelques autres, à apprivoiser des oreilles ignorantes encore et des esprits encore rétifs au charme et à la grandeur symboliques de Wagner.

Ne pouvaient-ils pas remplir ces ambitions tout en gardant le vers traditionnel, comme Malherbe l'avait accepté de Ronsard en l'entravant, comme Hugo l'avait reçu de l'abbé Delille en l'assouplissant ? Sans doute ; et c'est ce que firent certains, dont Mallarmé est le plus notoire. Un vent plus révolutionnaire, cependant, devait emporter le vers régulier. Les grands maîtres qui s'en étaient servis au cours du XIX<sup>e</sup> siècle en avaient tiré, semble-t-il, tout le parti possible, si bien qu'il était difficile à une pensée parfaitement originale d'éviter le souvenir d'une musique déjà éprouvée, fût-ce une fois. Ainsi s'explique aujourd'hui un jeune critique et poète, M. G. Duhamel. Mais on pourrait montrer aussi bien que fatalement de Hugo à Banville le vers alexandrin disloqué, démembré, allongé par les enjambements les plus hardis ; et où la rime elle-même se perd, le vers alexandrin, dis-je, allait se résolvant en quelque chose d'autre : le vers libre.

J'aime à prendre Banville comme

\* Je tiens à dire que le livre de M. A. Beaunier : *La Poésie Nouvelle* (Mercure de France) est indispensable à qui veut étudier ce mouvement littéraire, auquel l'introduction du vers libre se rattache, et qui est déjà de l'histoire littéraire d'hier.

exemple. Il est charmant, ce qui est déjà beaucoup ; et on le considère à l'école comme une sorte de Boileau aimable, qui, plus léger aussi et plus habile, écrivit en prose son art poétique—un art poétique de parnassien, s'il vous plaît. Mais écoutez-le (je transcris, à peu près comme il faut qu'on lise) :

' Mais voulant savourer jusqu'au bout la folie

Et l'ivresse du clair de lune

Je montai chez Raoul,

Dont les doigts sont pleins d'agilité

Lorsque le violon chante près de sa joue.

Et je lui dis : Fais-moi de la musique.

Joue des variations sur l'air : Au clair de la lune.

Au bout d'un instant le violon parla

Mystérieusement, tandis que la caresse

De la lune venait bercer notre paresse

Et tressait le collier de nos rêves

Selon son caprice.'

Et cela continue. La fin de la pièce, délicieuse, je vous laisse le plaisir de la lire,\* comme je vous laisse aussi le plaisir et la surprise de retrouver, dans ce que je viens de citer, exactement dix alexandrins (et deux mots), vers solidement rimés, et dans lesquels la loi de la césure *a l'air* d'être respectée.

Or, à quoi bon se demandèrent enfin les poètes ? à quoi bon s'amuser à ce jeu de fausses césures, de rimes cachées, de syllabes s'avançant douzaines à douzaines, mais seulement pour l'œil ? Et ils écrivirent :

' O mon cœur, veux-tu les contrées natales ?

O mon cœur, que veux-tu ? sur les navires des émirs

T'en aller lointain aux butins d'autres terres ? . . . '

Ce qui enchanta les novateurs et leurs disciples, c'est l'accord qu'ils voyaient entre ce vers définitivement inorganique et le flou des pensées, le désir d'évoquer sans peindre, et de nous émouvoir sans nous secouer. Ils se trompaient sans doute, et l'extrême mobilité de la forme n'entraîne pas forcément l'imprécis de la sensation ; d'autres qui sont venus depuis, s'inspirant plus complètement d'un Walt Whitman, par exemple, nous montrent assez que la violence ou la netteté des notations s'accommode parfaitement du vers libre. Mais il n'importe ; les poètes de 1885 ont compris que le vers libre leur était nécessaire, et ils ne viendront point condamner un emploi parce qu'il est différent de celui qu'ils lui destinaient.

Or ce qu'ils inventèrent, d'où le tiraient-ils ? la vieille discipline surannée, la rejetaient-ils en tout ou en partie ? et qu'y substituaient-ils ? Pour le mieux comprendre, prenons de *beaux vers*—c'est-à-dire, des vers qui, parnassiens, romantiques, ou classiques, chantent dans la mémoire une musique forte ou plaisante, en tout cas inoubliable. Voici du Chénier :

' Dieu dont l'arc est d'argent, dieu de Claros, écoute.

O Sminthée Apollon, je périrai sans doute. . . '

Pourquoi ces deux vers sont-ils, ou paraissent-ils, plus longs que celui-ci de La Fontaine :

' Jetant des deux côtés la griffe en même temps ;

\* BANVILLE, choix publié chez Charpentier, 1 vol. (Variations, p. 305).

ou celui-ci de V. Hugo :

'A peine on entendait flotter quelque soupir.'

Tous ces vers sont des alexandrins —douze syllabes; nous voyons donc bien que leur longueur à l'oreille dépend d'autre chose que du nombre de syllabes:

Quand Don Diègue veut enflammer son fils au combat, il s'écrie :

'Va, cours, vole et nous venge.'

Et voilà un hémistiche long comme un vers.

Ces différences tiennent au nombre de syllabes fortement accentuées dans chaque vers; dans les vers de Chénier il y en a au moins cinq; dans le vers de la Fontaine quatre; dans le vers de Hugo trois seulement :

'A peine | on entendait flotter' | quelque soupir.'

Dans l'hémistiche de Corneille il y a quatre syllabes accentuées, et c'est pourquoi il est si long.

Donc, nombre, et par suite place des syllabes accentuées dans un vers, voilà qui lui donnera un caractère musical différent de son voisin. Mais quels autres éléments concourent à la beauté de ces vers ?

'Dieu dont l'arc est d'argent, Dieu de Claros, écoute,'

J'y découvre cinq mots commençant par le son *d* (allitération); j'y découvre trois fois la syllabe *ar*—arc, argent, Claros (assonances internes); le son *k* dans deux mots voisins—Claros, écoute. Allitération aussi dans l'hémistiche :

'Va, cours, vole et nous venge.'

Répétition du son *è* dans le vers de Hugo :

'A peine on entendait flotter quelque soupir.'

Les allitérations, les assonances internes, sont des caractéristiques importantes dans chaque vers.

Enfin reprenons le vers rapide de La Fontaine, dépeignant le geste du chat qui attrape le petit lapin et la belette :

'Jetant des deux côtés la griffe en même temps.'

Comparons-le à cet autre du même auteur, et où nous comptons aussi quatre syllabes fortement accentuées :

'Ni l'or ni les grandeurs ne nous rendent heureux';

nous trouvons ce second vers plus grave, comme la pensée l'exige, mais encore plus long. Pourquoi ? Eh bien, c'est là une question de qualité de son, d'abord (les syllabes accentuées du second vers, *or*, *eur*, *endent*, sont plus sonores) et surtout, du moins je le crois, une question de *quantité*, de longueur de ces syllabes.

Reconnaissons en passant l'âme de vérité que contenait la prosodie du vieux Baïf; mais alors que celui-ci voulait fonder toute une nouvelle prosodie française sur la seule quantité, disons que la quantité n'est qu'un des éléments, d'ailleurs nombreux, qui donnent leur valeur aux vers français, élément fugitif souvent, souvent incertain, mais que l'oreille n'oublie pas.

Quand Saint-Lambert écrivit :

‘Et la foudre en grondant roule dans  
l’étendue,

il appliquait très heureusement cette combinaison de la quantité et de la qualité des sons pour introduire un effet d’harmonie imitative. Et à ce propos je pourrais encore vous parler de la couleur des voyelles :

‘A noir, E blanc, I rouge, U vert, O  
bleu . . .’

Mais cela devient un peu ésotérique ; je n’insiste pas.

Aussi bien, les principaux éléments qui semblent le plus contribuer à l’harmonie du vers sont ceux que nous venons de citer : nombre, valeur, place des syllabes fortement accentuées, allitération, assonances internes.

Les vers que j’ai choisis comptent tous douze syllabes. Leur agrément tient-il à cela ? J’en puis trouver de onze, qui sonnent bien, comme on dit, et Malherbe m’en fournit :

‘Quand j’aime sans peine, j’aime lâchement’ ;

de neuf syllabes, dans Malherbe encore :

‘L’air est plein d’une haleine de rose,

Tous les vents tiennent leur bouche close.’

Je ne parle pas des autres de dix, huit, sept syllabes, etc., qui appartiennent à notre vieille prosodie. Mais des vers plus longs se rencontrent partout :

‘Car ces derniers vaineux de la dernière  
guerre furent grands.’

L’enjambement en effet allonge le vers merveilleusement ; c’est même sa grande raison d’être.

Comment déterminerons-nous donc l’unité du vers ? La rime, ne l’oublions pas, doit être pour l’oreille un rappel qui marque cette unité ; elle ne peut pas plus constituer cette unité par elle-même, qu’un point d’interrogation placé à la fin de toutes mes phrases ne rendra ces phrases vraiment interrogatives. L’unité du vers, dirons-nous donc, n’est pas faite par un nombre conventionnel de syllabes, par une rime, encore moins par une majuscule ou une disposition typographique, mais par *un arrêt simultané du sens et du rythme*. C’est ainsi que la définit Gustave Kahn, qui fut l’inventeur, ou du moins l’initiateur et le premier théoricien, du nouveau vers ; ‘un arrêt le plus court possible, figurant un arrêt de voix et un arrêt de sens.’

La longueur du vers sera donc la résultante immédiate de la pensée ; nous ne compterons pas les syllabes ; nous écouterons la musique ; nous comprendrons la signification.

Que si l’on objectait au vers ainsi constitué d’entraîner la disparition de l’enjambement comme effet d’expression, nous répondrions encore que l’enjambement ne dépend pas de telle ou telle disposition typographique, mais de l’adjonction d’un rythme court et brusquement arrêté à un membre de phrase à rythme différent, comme dans le vers de Hugo, que je citais plus haut ; et que la prose même connaît l’enjambement, comme le fait très bien observer M. R. de Souza en citant l’exemple admirable de Pascal :

'Le silence éternel de ces espaces infinis | *m'effraie.*'

Quant à la rime, 'le poète parle et écrit pour l'oreille et non pour les yeux,' dit encore G. Kahn. 'De là une des modifications que nous faisons subir à la rime . . . nous ne proscrivons pas la rime ; nous la libérons ; nous la réduisons parfois et volontiers à l'assonance ; nous

évitons le coup de cymbale à la fin du vers, trop prévu.'

Enfin, l'e muet disparaîtra, quand il le doit, et comme il le fait dans le discours de l'orateur même le plus soigneux ; quant aux hiatus, il en est de très doux à l'oreille ; nous reviendrons sur ce point à la liberté de Ronsard.

(*À suivre.*)

### SOME SONGS OF SPAIN.

THE folk-songs of Italy are well known and popular. Who is not familiar with at all events the tune of 'Sole Mio,' and 'Santa Lucia'? The Sicilian hymn, 'O Carissima,' set to appropriate words, holds its own with 'Stille Nacht, heilige Nacht' as a carol at a German Christmas Eve. 'Funiculi, funicula,' is awarded a place in the Scottish Students' Song-book, and there even exists a comic song set to the same tune.

Far otherwise is it with the songs of Spain. Perhaps they would never become popular to the same extent as the Italian ditties, because of the lack of flowing melody in them. Yet they are interesting enough to deserve some attention.

In the form of the poetry itself there is little enough variety. The usual metre is the ordinary 'Spanish line,' four lines to a verse, four trochaic feet in each line. One verse will serve as an example :

'Negros como el azabache  
Son los ojos de tu cara.  
Tus mejillos son de nieve  
Y tus labios son de grana.'

This rhythm is said to have come from Araby, like rhyme itself, and our music, which came from the East with the Catholic Church. And remembering the Moors in Spain one is not surprised that this should be the commonest form of Spanish popular poetry.

Sometimes, instead of rhyme, we have the earlier adornment-assonance. To be sure, the apparently imperfect rhymes in the Andalusian poems are accounted for if we remember that final *s* is dropped ; thus, 'querias' is in reality quite a good rhyme for 'solilla' (pronounced *soliya* in Southern speech) and 'dia' ; 'seas' rhymes with 'vereda' where the *d* is left out.

But 'fortuna' and 'estaba,' 'Sevilla' and 'esquina(s),' 'salero' and 'moreno,' 'pecho' and 'dentro,' are pure examples of assonance.

The spirit that breathes through these poems is a curious compound of passion, energy, humour, and a kind of caustic yet good-natured philosophy. Some of them—most of them, I should say—are love-songs. They praise the black eyes

of the beloved, which scatter sparks of fire, so that the unfortunate who gazes into them is burnt up, her red lips, her light feet, etc. But there are also some epithets of praise which would sound strange indeed to English ears. One would imagine that Spain, a dry and therefore thirsty land, would have evolved expressions signifying thirst-quenching. They might tell the adored one that she resembled a limpid stream, or that she was desired even as the lemons in summer, as they do in Italy. But no! the one word meaning all that is perfect is 'saltness.' The fair one is told that she is more salt than the whole sea. Truly there is a tremendous directness about these songs from which the English translator would shrink appalled. How, for instance, would this sound in English verse: 'Formerly all the waters of the sea were fresh; my girl spit into them and forthwith they became salt.'

In spite of—or perhaps because of—this simplicity and directness, the diction is wonderfully vivid. A girl, deserted by her lover, complains that she is 'lonelier than the moon in the daytime.'

Another extremely beautiful love-song says: 'Your waist is so slender that you are like a pink in a bouquet.' A lover wails: 'My griefs are like the stars; if I set myself to count them I could not, for they are too many.'

Mixed up with this picturesqueness is a good deal of slang, cant, and gipsy words, of which I do not

profess to understand one quarter. Then there are patriotic songs, praising the beauty of the women of Andalusia and Seville, whose eyes are like torches, praising the wine of Xeres, first of all wines for strength and fire, and so on. There is a students' song which winds up, 'The student's cloak is like a flower-garden, all patched with different colours.'

Here is a philosophic poem on the theme 'All is Vanity,' too energetic and humorous to be altogether pessimistic. I quote one verse:

'Like to straw is love of women.  
Though it fiercely burns and flashes,  
Yet of light it gives no glimmer;  
All it leaves behind is—ashes.'

Here is a little poem which should delight the hearts of those who still dream of and love the Spain of 'Carmen.' An extremely naïve little piece, addressed to the chief Alcade, and warning him, amid much bravado of accompaniment (for as usual there is more accompaniment than song), that he will never catch the robbers unless he has a fair daughter, who will steal their hearts away.

Here is another song, apparently addressed to a deadly enemy, but just as likely to be a love-song: 'God grant,' it says, 'that thou mayst perish, or go a journey and be shipwrecked on the sea.'

Almost all the songs appear with dance-titles. Scarcely one of them but calls itself 'Jota,' 'Vito,' 'Seguidilla,' 'Fandango,' and so forth. It makes one think of the Indian

dancing-girls, pirouetting to a few lines of song, repeated over and over again until the very monotony becomes a maddening excitement.

And the music of these Spanish songs is of the East, wandering melodies with sudden runs and curious intervals, and long quavers on 'A . . . y,' all wonderfully akin to Hindustani music. It is this Eastern flavour that is lacking in imitations of Spanish music, which seizes easily upon the more obvious peculiarities—the perpetual three-

four time, the sudden change in the middle from minor to major, the ending off with a crashing chord of the dominant. No, I have not heard any imitations which copied this last peculiarity. That would be too bizarre, perhaps.

Of course, all the songs sound to most advantage accompanied on the guitar, the slightly melancholy tones of which subdue them just to the right degree.

NORA L. ATKINSON.

### FOREIGN PROFESSORS OF MODERN LANGUAGES.

WE all know that it has become of late the fashion for our Universities to consult foreign experts on the choice of their professors of Modern Languages. It has struck me that it would be well for once to imitate this bad example, and ask some representative teachers of English in France their opinion on the question of native or foreign professors. I ventured, then, to write to six of my friends at Paris asking them to favour MODERN LANGUAGE TEACHING with their views on three points:

1. Which, in your opinion, is the better teacher of a Modern Language—a native or a foreign professor?

2. Are you in France satisfied with the results given by your system of teaching by native professors?

3. Do you consider that you would have anything to gain by a return to the former system of instruction by foreigners?

Of the six gentlemen to whom I addressed these questions, one, Monsieur Gourio, Professor at the Lycée Buffon, Paris, and author of the well-known *Green Series* of textbooks in English, was unfortunately unable to reply owing to illness. The letters sent to me by the other five are printed below, with short comments and a conclusion by myself. I reproduce them as I received them, with the sole omission of the formulas of politeness with which they began and ended. I will only remind readers that, in inviting these expressions of opinion, I did not ask for support for my own views, and did not attempt to pre-judge in any way those of my correspondents.

*Monsieur Émile Legouis, Professeur d'Anglais à la Sorbonne :*

'L'exclusion des étrangers a été nécessaire en France dans l'enseignement public par l'extension du service militaire à tous les membres français de cet enseignement

—service qui fut d'abord d'un an, puis de deux, et qui, peut-être, sera de trois ans demain. Il a paru injuste d'ouvrir les examens menant au professorat, soit dans les lycées, soit dans les universités, à des concurrents étrangers dispensés de la même lourde charge. C'est à la suite de la disparition de l'ancien privilège que les étrangers qui enseignaient chez nous—il y en avait un certain nombre dans les langues vivantes—ont été mis en demeure de se faire naturaliser s'ils voulaient garder leur poste. Et il n'en a pas été admis de nouveaux.

'La mesure prise ne fut donc pas inspirée par l'idée que l'enseignement serait mieux donné s'il était exclusivement aux mains des Français. Il y avait dans le nombre des étrangers qui enseignaient jadis chez nous d'excellents éléments, rares, il est vrai, et noyés dans une majorité de médiocres ou d'excentriques. Mais cela tenait à l'inexistence d'examens sérieux à cette date. Il suffisait alors qu'un homme se déclarât anglais pour être jugé parfaitement apte à enseigner l'anglais. Avec les examens (certificat, licence, agrégation, doctorat) qui sont à présent exigés l'inconvénient des étrangers d'autrefois disparaîtrait. Ils pourraient tenir leur classe, car ils auraient à prouver leur connaissance du français. Ils pourraient enseigner leur langue méthodiquement car ils l'auraient apprise avec méthode.

'Aussi, sans le service militaire, estimerais-je que nous aurions aujourd'hui tout avantage à avoir quelques étrangers répandus dans notre enseignement des langues vivantes à tous les degrés. La méthode directe qui triomphe aujourd'hui, et en vertu de laquelle les classes de langues vivantes doivent être faites en langue étrangère, bénéficierait de leur connaissance intime et sûre de cette langue. Voilà pour l'enseignement secondaire.

'Quant à l'enseignement supérieur, où le professeur s'adresse à des étudiants qui ont déjà la possession pratique de la langue, ces mêmes étrangers rendraient de grands services. Ils feraient (mettons dans la section anglaise) leurs conférences en an-

glais; ils seraient d'excellents correcteurs de thèmes oraux ou écrits. Ils apporteraient enfin leur *note* anglaise, morale et intellectuelle, leur sens immédiat et spontané, des écrits de leurs compatriotes, etc.

'Ce besoin s'est fait si vivement sentir dans nos universités que, ne pouvant plus avoir de professeurs étrangers, elles ont appelé des étrangers à venir comme lecteurs. Ce n'est pas à vous que j'apprendrai le rôle et l'utilité des lecteurs de langue étrangère dans nos universités. Il est vrai que la situation de ces lecteurs est présentement provisoire et tout insuffisante. Mais les sections de langues vivantes travaillent d'un même accord pour la rendre stable et convenable. Elles ne désespèrent pas d'y arriver.

'En somme, je crois que, si la question du service militaire n'existait pas, il y aurait tout avantage à avoir dans nos collèges, lycées, et universités, un certain nombre d'étrangers comme professeurs de langues vivantes, pourvu que ces étrangers eussent reçu la consécration des examens ou concours jugés nécessaires.'

The above letter shows that the state of things in France before 1864 and that in England to-day are not without their points of resemblance. Just as then and there any Englishman was considered good enough to profess his native language without undergoing any special training or examination, so here and now we accept a foreigner as competent, although he may not be able to speak English, and may never have passed any examination above the *Bachelier-ès-Lettres*, or, indeed, may have no better title to show than *Officier d'Académie*. Monsieur Legouis also touches incidentally on another disadvantage of the foreign professor. As they all form part of their own national

army, they would in time of war, and until the age of forty-eight, be obliged to return to their native land. What would our Universities do in such a case? One can hardly imagine that they would appeal to their despised English subordinates. Would it not be as well for them to prepare for this eventuality by creating a reserve corps of *professeurs étrangers en retraite*, a sort of *Invalides des Langues Vivantes*, who could be called up in time of need?

As to the posts of *lecteur* to which Professor Legouis alludes, I am unwilling that anyone unacquainted with the facts should exaggerate their value and importance. The best of these places, that at Paris, is paid £60 a year; in the provincial Universities an arrangement is usually made with the *assistant anglais* of the *lycée*, who receives an honorarium of about £20 a year. To the English student in France these lectureships are very useful posts on account of the facilities they give for University study. But they are quite subordinate. Their holders have no voice in the direction of University affairs, no seat on councils or faculties, no vote in the election of professors or examiners; their situation cannot, therefore, be in any way compared to that of foreigners in our English Universities.

*Monsieur R. Huchon, maître de conférences à la Sorbonne :*

« . . . Les raisons qui nous ont amenés peu à peu à remplacer dans nos lycées les professeurs étrangers par des indigènes

sont assez nombreuses. Il était tout d'abord impossible que dans un enseignement d'état comme celui de ces établissements on admit des étrangers sans les forcer à se faire naturaliser. De là des difficultés particulières et l'une des conséquences de cet état de choses fut que nous n'eûmes trop souvent parmi nous que des personnes d'une culture inférieure à celle de leurs collègues français, parlant notre propre langue d'une façon souvent ridicule. Aussi l'enseignement des langues vivantes, tant qu'il a été donné chez nous surtout par des étrangers, n'a-t-il guère été qu'un sujet d'amusement; le ridicule des professeurs rejaillissait sur les matières enseignées. Aucune discipline n'était possible dans les classes en de pareilles circonstances, aucun profit ne résultait pour les élèves d'un enseignement bafoué. En outre, les professeurs étrangers de langues étrangères sont peu aptes à discerner les difficultés particulières que présente, pour de jeunes élèves habitués à une articulation et à une intonation tout autres, l'adaptation progressive à une langue connue de leurs maîtres étrangers presque intuitivement et non point apprise laborieusement, péniblement, par des efforts constants et répétés. Ces efforts personnels sont indispensables au bon professeur de langues. Ils constituent le meilleur de sa préparation au professorat proprement dit. Il sait, il voit, il corrige ce qu'il a appris lui-même; l'étranger, trop souvent, n'entend pas les fautes ou, s'il les entend, ne sait pas les rectifier. Il ne sait pas analyser, à peine observer, des sons familiers à lui dès l'enfance. Aussi l'enseignement des langues vivantes n'a-t-il fait de véritables progrès chez nous que du jour où les professeurs de langues ont été les égaux de leurs collègues par la culture et par l'autorité.

« Que l'on soit, chez nous, parfaitement satisfait des résultats donnés par ce système, c'est ce que je ne voudrais pas affirmer. Il y a toujours des améliorations possibles, des défaillances individuelles. Les professeurs ne se valent pas tous et les résul-

tats obtenus diffèrent selon leur compétence, leur énergie et leur zèle. Le danger du système actuel est que des maîtres, trop casaniers, ne perdent contact avec le pays dont ils enseignent la langue et avec cette langue elle-même. Mais le danger est connu chez nous et en partie évité. Un séjour prolongé à l'étranger est la condition indispensable à l'obtention de la licence et de l'agrégation, du certificat secondaire aussi, tous examens qui seuls assurent l'entrée dans l'enseignement secondaire public. Des bourses de séjour pendant les vacances sont, en une certaine mesure, attribuées à des professeurs peu fortunés. Et, tout compte fait, les avantages du système l'emportent tellement sur les inconvénients que tout retour en arrière est une impossibilité absolue.

'J'ai ainsi répondu par avance à votre dernière question. J'ajouterais que chez nous, dans l'enseignement supérieur aussi bien que dans le secondaire, on s'est ingénié, dans ces dix dernières années, à rendre aux étrangers une place utile dans l'enseignement des langues. Je veux parler des Lecteurs d'Université et des Assistants des lycées. Ils rendent déjà des services; lorsque les professeurs sauront mieux utiliser leur collaboration, ils sont appelés à en rendre plus encore. Mais ils ne pourront jamais être que des collaborateurs précieux, mais en sous-ordre, du professeur. C'est ainsi que s'établira peu à peu chez nous l'équilibre entre le système ancien, qui est encore le vôtre, et le système plus récent des professeurs indigènes dont les quelques faiblesses seront, vous le voyez, corrigées par une prudente infusion d'activité étrangère.'

There is little need to comment on this very frank expression of opinion. It is evident that Monsieur Huchon considers the present French system infinitely superior to the old, *which is still ours*, as he remarks. Whilst appreciating the collaboration of the foreign assis-

tants, he—and he certainly expresses here the opinion of all French professors of languages I have ever met—feels strongly that they must always remain the subordinates of the native teachers. He is, then, in favour of a system exactly opposed to ours, where the foreigner directs and the Englishman is subordinate. At the same time he gives us a glimpse of a systematic encouragement of the study of Modern Languages towards which our Universities and our Board of Education have not yet made one step. Where are the English equivalents of the *Bourses de licence et d'agrégation* and of the help given towards secondary teachers' travelling expenses? It is here that money should first have been spent, and not in founding costly Chairs and giving them to foreigners. English students work abroad at their own cost, and then come home to find the places to which they might legitimately aspire filled by foreigners!

*Monsieur L. Cazamian, maître de conférences à la Sorbonne :*

'En un sens seulement on peut dire qu'il existe chez nous une volonté systématique de n'employer pour l'enseignement des langues vivantes que des professeurs indigènes; cette volonté est d'ordre administratif, non pédagogique. Etant donnée la centralisation parfaite de tout ce qui concerne l'instruction publique en France et le caractère de fonctionnaire attaché à tout maître dans les trois ordres d'enseignement, on a cherché, dès que cela a été possible, à remplacer par des citoyens français les étrangers acceptés jadis, provisoirement et à titre d'except-

tion. Il n'y a donc pas eu changement de système. On est revenu à une pratique normale et universelle en France, dès qu'ont disparu les circonstances particulières qui s'y opposaient sur un point. Ces circonstances ont disparu le jour où a été formé un corps assez nombreux de maîtres égaux en culture à ceux des autres spécialités, offrant absolument les mêmes garanties, et munis des mêmes diplômes d'état.

'Quant aux avantages d'ordre pédagogique, ils sont moins évidents. Il semble permis de dire que les professeurs indigènes, à condition qu'ils sachent à fond la langue étrangère, peuvent mieux s'acquitter, toutes choses égales d'ailleurs, de l'enseignement dans les hautes classes là où la connaissance de la langue maternelle entre en jeu. Mais à mesure qu'on se rapproche de l'enseignement supérieur, ces règles d'expérience moyenne sont subordonnées aux cas particuliers, à la valeur propre des individus.

'Je ne sais si on est parfaitement satisfait; mais personne, à ma connaissance, ne propose de faire appel à des maîtres étrangers. Ce ne serait sans doute plus le cas si le niveau, ou le recrutement, des examens d'anglais baissait d'une façon sérieuse.

'Je ne suis naturellement pas d'avis de faire une exception à notre pratique universitaire régnante, tant que le niveau du corps enseignant restera satisfaisant et qu'il suffira à tous les besoins de l'enseignement.'

Who, after reading the above letter, will not declare that France is a happy country? There it is recognized that, *ceteris paribus*, posts in French schools and Universities should be held by French citizens. But there they have a national system; there each University is not free to manage its own affairs with the help of its foreign professors and with the advice of

foreign specialists. There they actually believe that France is for the French! What a curious nation!

*Monsieur Charles M. Garnier, Professeur au Lycée Henry IV., Paris:*

'The fact that I am rather astonished at the question being again ventilated is in itself already a kind of answer.

'For fully a generation the problem has been solved in France, and I have never heard that at any time the solution then adopted—viz., that foreign languages should be taught by French teachers—has been criticized or questioned either by the public or by the experts. Foreign inquirers, such as Dr. Hartmann, have emphatically approved of it.

'Of recent years we have been glad to avail ourselves of the help of English, German, or Italian assistants to give extra conversational practice to our boys. But it would be a rash conclusion to think that that implied the least departure from our policy with regard to the teaching of Modern Languages.

'To realize our position fully, we must not lose sight of the education before us—secondary education. A primary school, however high it may be—a technical or commercial school above all—aims at equipping its pupils with a limited but handy set of requisites, which will enable them to start in life and work with success as soon as possible. Then it may be advisable, under certain conditions, to resort to foreign teachers; at any rate, I grant that the matter is open to discussion.

'In the pale of secondary education I confess I can hardly conceive it. Nor am I unduly moved by the utter failure of the foreign staff employed in France between 1865 and 1875. Even if they had been able to keep their classes in decent order, even if they had in larger numbers belonged to higher circles of society and culture, the special requirements of our secondary edu-

cation made it imperative to dispense with their services.

'Mr. H. N. Adair, in his fine inquiry on French secondary education, has clearly seen the unique character of its status, brought about by special historical and intellectual conditions. If our secondary education is to keep its originality, if it is to continue the safeguard of culture—which it splendidly proved itself to be during the long eclipse of our Universities—if our secondary schools are to remain what the eighteenth-century *collèges* and the nineteenth-century *lycées* were—i.e., *Universities*, small, unpretentious, but, nevertheless, Universities in their teens, having humanism as an aim and the humanities as their means—this conception of secondary education, loaded as it is with French traditions, ideas, and feelings, precludes all possibility of teachers formed by other methods and influences being regularly employed in our classes, especially within the wide limits now ascribed to the teaching of Modern Languages.

'Modern Language teachers in French *lycées* must have not simply equivalent degrees, but, *mutatis mutandis*, the same degree of culture as their classical colleagues. Under this condition only will they be respected by the public and the pupils, will they be thoroughly efficient, will they work in harmony with the whole fabric of the secondary department.

'Secondary education in France is the preserver of a secular and often successful effort after humanism. Living language teachers are now called upon to help renovate and widen the old national ideal of education, not to overthrow it. The modern humanities must be grafted on the humanities of old by the wary hands of native educators. In France, at any rate, the delicate work can be attempted only by such. Should they not succeed, all the secondary education system would crumble to pieces and our democracy eventually turn Beotian. The risk is so great that we prefer to remain, among ourselves, responsible for what is going to take place in the near future.'

Monsieur Garnier, as a *professeur de lycée*, naturally regards the question from the point of view of secondary education. But what he says of the French *lycée* applies equally well to the English University. University education certainly does not aim at equipping students 'with a limited but handy set of requisites,' but at guiding them on the path of culture and humanism. The fact that, for the professor who undertakes this delicate task, it is necessary to be in touch with all the traditions, ideas, and feelings of his students, should, as much in England as in France, 'preclude all possibility of teachers formed by other methods and influences being regularly employed in our classes.' Surely, in face of the changes promised us in our educational system, we are doing an unpatriotic and foolish thing in entrusting the direction of Modern Language studies to outsiders! Surely we, as much as any other nation, should prefer to remain responsible for any developments that may take place in the near future!

*Monsieur L. Bourgogne, Professeur au Lycée Condorcet, Paris :*

'Vous voulez bien demander mon opinion sur la question discutée dans MODERN LANGUAGE TEACHING: "Lequel vaut mieux pour enseigner une langue vivante, un professeur indigène ou un professeur étranger, dont elle est l'idiome maternel?"

'La question ne se pose évidemment que si l'on considère deux professeurs ayant instruction et culture semblables, mais une objection se présente aussitôt, c'est que presque personne n'arrive à posséder une langue étrangère avec une sûreté aussi parfaite que la sienne propre. Ainsi,

à titres en apparence égaux, l'étranger devrait en fait être toujours le meilleur maître et le plus utile. C'est cette considération, sans doute, qui a très souvent guidé le choix pour les écoles et les universités anglaises.

'En France, comme vous le rappelez, un autre système a prévalu. On estime que les professeurs français qui parlent couramment une langue étrangère, la prononcent bien et sont initiés à la vie, à l'esprit, aux œuvres littéraires anciennes et modernes du pays étranger, peuvent et doivent donner un bon enseignement. On leur confie donc toutes les chaires de langues étrangères, en exigeant d'eux une préparation aussi complète que possible.

'Je ne prétends pas que cette organisation française doive être partout imitée, mais elle a certainement de grands avantages, qui, je crois, sont les suivants :

Le professeur a une vue plus exacte que n'aurait généralement un étranger des nombreuses difficultés rencontrées par nos élèves et nos étudiants pour bien parler, bien comprendre, employer correctement la langue étrangère, pour saisir la forme de pensée, le génie propre, les idées morales, religieuses, sociales, les conceptions artistiques qui sont le fond complexe de la vie d'un peuple exprimée par ses écrivains.

'Il est mieux placé et il a souvent plus d'autorité pour redresser les idées préconçues et les faux jugements que l'opinion commune, les journaux et des hommes influents entretiennent sur les gens et les choses des pays voisins.

'Il associe plus facilement son enseignement aux autres disciplines de la même école ou de la même Faculté ; il les connaît et est en harmonie avec elles ; il est ainsi le lien entre la culture nationale et la culture étrangère.

'Vous me demandez encore s'il y a lieu d'être satisfait des résultats obtenus avec ce système. *It works well*, depuis qu'il y a un corps enseignant qui a la préparation et la compétence nécessaires. Il est trop évident que nous pouvons souhaiter encore un nombre beaucoup plus grand de

très bons professeurs, mais il ne semble pas que ce vœu serait réalisé en appelant de nombreux étrangers. D'ailleurs les plus distingués ne viendraient pas, car la République n'a à offrir que des situations très modestes.

'Je n'ai presque rien à ajouter pour répondre à votre dernière question : "Aurait-on avantage en France à recourir comme autrefois à des professeurs étrangers?"

'D'une façon générale il y aurait surtout des inconvénients qui se déduisent des raisons indiquées plus haut.

'Pourtant l'expérience serait intéressante avec les étudiants les plus instruits des grandes universités. A ceux-là qui ont déjà la pratique courante et une connaissance étendue de la langue étudiée un lettré étranger apporterait dans sa vigueur originale l'esprit de son pays, et son auditoire pourrait profiter en complète intelligence de ses leçons. Encore ne devrait-il pas sans doute être l'unique directeur de leurs études.

'Pour le plus grand nombre, les étudiants encore novices, à plus forte raison pour les élèves des écoles secondaires il faut, je crois, de préférence des maîtres de leur propre nationalité. Ces derniers sont, me semble-t-il, plus proches de la mentalité de leurs élèves, mieux informés de ce qui est pour eux facile ou difficile à saisir et à retenir, mieux préparés enfin à guider les autres par le chemin qu'ils ont dû eux-mêmes traverser.'

M. Bourgogne's letter puts the case for native teachers so clearly and is so closely in accord with the feelings of English professors of languages that I need add nothing to it.

The conclusion I draw from the above communications is that in France they are perfectly satisfied with the system of instruction in Modern Languages by trained native professors which obtains

since 1864. The only possibility considered is that of extending the employment of foreigners in subordinate posts; but no one dreams of entrusting this (or any other) part of the national education to foreigners. The system in England is absolutely the contrary: foreign professors hold the great majority of the highest posts, they direct the teaching of Modern Languages, they have seats on the Faculties of Arts in our Universities, and vote for the appointment of their assistants and their successors; the prestige of their position assures them election as examiners and a great share in publishing and editorial work connected with their speciality. It is only natural that the immense influence they hold should often be exerted in favour of their own countrymen, who seem to them, by their training and acquirements, their best collaborators and successors. Englishmen are thus condemned to hold the subordinate posts; and often, in order to supplement their inadequate salaries, are obliged to spend in outside teaching, hours which should be devoted

to study and to acquiring increased efficiency in their profession. Our best University students—those who are keen on becoming efficient in order to gain their living—cannot afford to enter a branch of teaching where the obstacles to advancement are so many and the competition so unfair. They either abandon the study of Modern Languages or, at best, confine themselves to secondary teaching, in the hope of securing in time a headmastership, a post as inspector, etc. Those who can afford the luxury and who have the courage to face the disappointments of a career as University teachers are few, and will, undoubtedly, become fewer. No better system than the present could be devised for discouraging Englishmen from taking up this branch. If the study of Modern Languages is to develop in this country, we must do what has been done in France and Germany—found a national system of instruction by native professors, and see that those professors have a thorough and practical training.

FRANK A. HEDGCOCK.

### THE MUDDLE.

PROFESSOR R. A. WILLIAMS' courageous statement of facts emboldens me to add to this discussion further considerations which must in self-defence occur to members of the scanty band of British scholars who have been permitted to teach French in the Universities of their native land.

The subject of French being in great

part what teachers and examiners choose to make it, the selection of its Professors is obviously a much more important matter than any vexed question of method, and affects more fundamentally the subject itself and the humblest of its teachers.

In the present state of public opinion—reflected by the recent action of the Universities of London and Liverpool—it

is urgently necessary that certain things should be said, however unpleasant it may be for us to have to say them. For all co-operation, all effort towards unity of teaching is becoming more and more impossible in a corps of teachers until lately recruited with impartial eye from the chief nations of Western Europe, and now more and more persistently augmented from France.

This disastrous system of importation, which is still popular among non-experts, but which no one has yet attempted to defend or to explain, appears to rest upon the following principles:

1. There are no competent British candidates.

2. Even if there were, a Frenchman would be more competent.

1. Of these assertions the former is mere nonsense. For a whole generation British Universities have turned out, with Honours in French, graduates whose numbers are now considerable. For many years British graduates have trooped to France and have there spent long and lean years in the higher study of their subject. In other words, they have undergone, in varying degrees of ability and success, that long course of University training at home and abroad which in other countries is held to fit a man for a Chair in a Modern Language. And it is matter of common repute that, by reason of their long stay in France and the practical qualities of the race, many of our men possess linguistic attainments which the French *Agrégé d'anglais* may well envy, and have written works on Language or Literature equal in merit and in scope to those of their French and German colleagues of similar age.

But, while the French or German student of English who graduated fifteen years ago may now be a Professor in his own country, or have sufficiently light and advanced teaching work to allow him to publish those studies in English Language or Literature which form so eloquent a commentary on the subject of this discussion, his British compeer is still

earning a precarious living in some inferior and laborious post. When a Chair falls vacant, he is told that his teaching experience is inadequate, or that his published work is meagre.

And so the vicious circle is complete. There are no 'competent' British candidates for the higher posts, because the present system neither trains nor encourages them, and because the present definition of 'competence' excludes them. So long as the British candidate is *compared with French competitors and judged by French canons*, he is not, and never will be, 'competent.' But in common fairness he should be compared, not with Frenchmen of different ideals and training, but with his colleagues in his own, or in other subjects.

French and other critics may, or may not, look upon English ideals of scholarship as childish and dismiss English scholars as grubbing philologists. That is not the question. For the special task to be performed in our Universities, the British teacher is, as your correspondents have shown, alone competent. But, though he had the erudition of Pico della Mirandola, and spoke French with the tongue of angels, he would in present conditions systematically be brushed aside as *incompetent, because he is not French*.

For, were there any real desire to supply a corps of native Professors comparable to those in other countries, it would not be impossible to encourage the more 'competent' of the teachers already trained—and the more promising of the present undergraduates—to prepare themselves by further study in France for the task, admittedly difficult, of teaching French to University classes. Such a generation of Professors might, or might not, be great itself. But, with the encouraging example of France and Germany before our eyes, we might well expect it to produce a second and greater generation of distinguished British teachers and scholars.

2. The curious doctrine that only a Frenchman can teach University French was discarded long ago by Continental

countries, and is no longer held by experts in Modern Languages. It appears to survive here as the result of the following reasoning: 'No University teacher can know his subject too thoroughly. Now, a Frenchman knows French more thoroughly than anyone else. Argal, he that teaches French should himself be French.' It had indeed been observed that the results obtained were not always worthy of the logic applied. Hence the appearance in recent years of the new type of French candidate whose academic qualifications are beyond cavil, since they are the *Doctorat-ès-Lettres* and the *Agrégation (Lettres or Grammaire)*.

There can be no doubt that future appointments will fall to this type of scholar. It cannot, therefore, be amiss to limit this inquiry to the reasons why he is preferred to his British rivals, and to examine his special qualifications as a teacher of French in our Universities.

Now, is it not plain that for many parts of their duties in this country the training received by such scholars in France has but ill equipped them? Whatever be the interpretation given to the subject, of 'French' (which at present wanders uneasily from sound-drill to the study of mankind) there are certain obvious branches of the study which no conscientious professor may with impunity neglect. Thus, for example, the French professor must first master the intricacies of a teaching and examining system *sui generis*, of which he may profoundly disapprove, but which it is invidious for him, as a foreigner, to criticize or to endeavour to reform. He must then proceed to teach a language which he learned by the light of nature to alien students who must learn it artificially and whose linguistic habits are not his; with a knowledge of our language which at best will be empirical, to render into faithful and elegant English the difficult passages studied in class; to expound to doubting and inaccurate disciples the sure and certain meaning of the English author whose words they translate into French; to show to minds of different culture and outlook wherein precisely

French literature and French civilization differ from ours, and, from an intimate knowledge of English ways, to eliminate what is common to both.

In such a task French nationality is not in itself particularly helpful. We shall be told that in the process of time he will learn to discharge these and other duties as to the manner born, or that he may delegate part of them to assistants? Even so may the British teacher!—with this advantage, at least, that he has approached the subject from the English-speaking students' point of view, and by setting them an example which they may hope to follow, will gradually found a tradition of University French upon practicable lines for British students and teachers.

No one denies that the presence of Frenchmen on the teaching staff of a University is an excellent leaven to the Academic lump, or that lectures in brilliant French are a valuable adjunct to linguistic and literary study, though they are an imperfect medium for the transmission of exact learning to English-speaking students. But, surely, such work is amply provided for by the Frenchmen already appointed, and in future might well be left, as is done abroad, to foreign Lectors. To place the entire and exclusive control of an important subject in the hands of foreign gentlemen who, whatever their attainments, can have no very precise or enlightened knowledge of our special needs is quite another matter.

The present system has a depressing effect alike on teachers and on taught. British professors are a small and struggling minority, who are willy-nilly compared unfairly with their foreign colleagues and—at the bar of Academic opinion—labour under many disadvantages because they are 'only Englishmen.' Our foreign professors are out of touch with their students and with their colleagues, and, *in private*, freely admit that the importation system has long outlived whatever utility it may have had. Nor do they rejoice to see promotion blocked by further importation.

As regards the effect upon those who

are taught, I would merely ask two questions:

(a) What, in the opinion of your readers, would be the present state of English studies in France and Germany, had the new chairs been filled by Englishmen and Germans, however competent, or had students been led to expect foreign competition in their teaching career?

(b) When a good student, anxious to enter upon a scholar's career, asks his Professors if it would be wise for him to specialize in French, what, in the light of recent events and present tendency, must they honestly reply?

R. L. G. RITCHIE.

EDINBURGH, *June*, 1913.

## MODERN LANGUAGE TEACHING IN EVENING SCHOOLS IN BELGIUM.

THE question of teaching Modern Languages is a perennial one, but especially interesting at the commencement of another school term.

Now, the Belgians are essentially skilled linguists, and a great deal of their success is due to the excellency of teaching, both in elementary and evening schools.

Some time since I was given special facilities for visiting various evening schools in the various communes of Brussels itself, and my sincere thanks are due to the respective authorities, who so readily and courteously granted me every opportunity for visiting the various classes organized in their respective departments. To these gentlemen—Messieurs Jacquemain (Échévin de l'Instruction Publique de la Ville de Bruxelles), Cocq (Échévin à Ixelles), Morichar (St. Gilles), Maître Bergé (Secrétaire du Cercle Polyglott), and Monsieur Matsart (Secrétaire de l'Institut Commercial et Colonial)—my cordial thanks are due, and I gladly take this opportunity of acknowledging my indebtedness to them. I should also like specially to thank M. Haenens, headmaster of a day-school in Brussels, for his kindness in enabling me to see something of the methods of Modern Language teaching in a primary day-school. At this particular school the boys, whose ages range from twelve to fifteen, study English and German for three hours a week respectively. The German class I visited had been studying that language for only four months, and the progress they had made was highly satisfactory. In the English classes, too, the number of

hours were the same, and an equally satisfactory progress had been attained. So that these lads, when they leave school, have already a good grounding in the elements of the spoken languages. I should have liked to have described in detail the excellent methods of teaching in vogue, but space prevents.

In the evening classes, organized by the Commune de Bruxelles, the pupils are adults and the classes number from forty to sixty pupils, the teaching consisting of two hours a week. Throughout, the method adopted is the 'direct,' but books are used and conversation is based on the text matter.

Besides the evening classes organized by the communes, there is also a private venture—'The Teaching Club.' However, as English, German, Flemish, and French are all taught by the Director, this school cannot possibly offer any such guarantees of efficiency as would have made it worth my while to visit it; although patronized by several well-known educational bodies it is subject to no inspection, and cannot be regarded as a serious teaching body in spite of its high-sounding title. I was astonished to learn that while the Cercle Polyglott (a really serious educational body) only receives 200 francs subsidy from the Government, the 'Teaching Club' receives 1,200 francs. I only mention this establishment to show how keen the interest in language learning is when such a money-making enterprise can exist and even flourish.

Of all the three communes I visited, that

of St. Gilles has deservedly the highest repute. The classes here are free, and are very well attended by young men and women, not only resident in the district, but hailing from other parts of the town. The total number following Modern Language courses totals 275, made up of English 123, German 101, Spanish 28, Italian 23. How keenly interested the pupils are in their work may be judged from the fact that two-thirds of the number entering at the beginning of the year in October remain till the close of the course in April.

Here I visited an English class, in which the pupils had been studying that language two hours a week for about four months. *Thorley's English Primer* was the textbook used, and the pupils were doing the chapter on 'Travelling.' First of all they read in turn; then the teacher read the piece over, and asked questions on the subject of the lesson. Mr. Kestner, the very efficient instructor, invited me to put some questions, and I was surprised at the ready and correct answers I received. I by no means confined my questions to the subject of the evening's lesson, but dealt—of course, in simple sentences—with various topics of everyday life. I also attended an advanced German class, and noted here, too, that very excellent progress had been made. In this case the teacher asked his questions in a rapid conversationally colloquial style, and his hearers readily seized the meaning, and replied at once and without hesitation. In order to encourage pupils, those who make satisfactory attendance are invited to an excursion abroad in the holidays. At the end of the year an examination of a searching character is given, and the successful candidates are awarded certificates. These examinations are conducted by an outside independent jury, and testing, as they do, the *practical* knowledge of the candidate, possess a distinct value in commercial circles.

The largest of the evening schools of Brussels is the Institut Commercial et Colonial, the total number of pupils taking

English last year totalling 1,349, subdivided into elementary, middle, and superior. Here again the teaching is given with a view of providing a practical knowledge, and grammar is only introduced incidentally, though in the superior classes composition, commercial correspondence, and business terms have their appropriate place. I assisted at an English class given by Mr. Thornton Wyon. This was a 'middle' course, and the teacher was correcting an essay written by the pupils. After this a piece was read from a reading book, and afterwards a rapid conversation took place between teacher and taught, which convinced me that these pupils would be quite able to sustain a conversation on ordinary topics with an Englishman. Before the end of the lesson, the class sang several little songs in excellently pronounced English; one of these ditties, of a topical nature, was the composition—both music and words—of Mr. Thornton Wyon. This experience impressed on my mind the extreme value of song as an aid to the Modern Language teacher. The young people attending this school are Government employes and business folk generally. The attendances are good and the system of mixed classes proves here, as elsewhere, eminently satisfactory.

The most aristocratic of evening teaching centres in Brussels is the Cercle Polyglott, which, under the able guidance of M. Bergé, the energetic Secretary, does excellent work in keeping alive a keen interest in Modern Languages among the upper ten. This club is a purely language-teaching body, and has a reading-room where foreign books and papers may be seen, and the Cercle also organizes lectures in such languages as English, German, and Italian. Mr. Turner, the English teacher, gives a weekly lecture on English literature, the popularity of which may be judged from the fact that the attendances average over a hundred. I also assisted at an English lesson here, which convinced me of the excellency of the methods employed.

What, then, is the conclusion at which I

arrived as to the cause of the Belgian fluency in languages? Is it in great part to be attributed to the evening-school work? I answer unhesitatingly—Yes. The salient point as to method is the entire absence of the old 'translation system.' The object in view is to give pupils a 'workable knowledge' of the language they are studying, so that they may converse with an Englishman or a German, a Spaniard or an Italian. At the same time they are taught to write correct English, though, of course, with the short time at disposal, of a simple structure. The exceptionally rapid progress made by the pupils at these evening schools implies distinct superiority in methods of teaching, notable capacity in the teachers, and untiring diligence on the part of the pupils.

England is at present passing through a very critical phase of her industrial, commercial, and political history, and it behoves every patriotic Englishman and woman to neglect no opportunity of arming themselves in the international struggle for existence, which is becoming from day to day more and more keen. And one of the most necessary weapons in this friendly fray is a knowledge of several languages—a fact which our Continental rivals have long ago realized, and to which happily we English are beginning to attach due importance. No effort, then, must be wanting, and evening schools should play a more prominent part than at present in bringing about an affirmative answer to that so oft-asked question, 'Are Englishmen good linguists?'

H. JOHNSTONE MILLAR.

### A YEAR'S LEAVE OF ABSENCE IN PARIS.

THROUGH the kindness of the Edinburgh Provincial Committee I was enabled to spend the scholastic year 1911-12 in Paris. The subjects I studied, besides French generally, were phonetics and Modern Language methods; but these are, it seems to me, exactly what any teacher of French would want to study during a year's leave of absence; and it is with the sincere desire to help any who may be planning such a 'voyage d'études,' or 'mission,' as my French friends insisted on calling it, that I have put together the following notes.

As I arrived in Paris at the end of September, I had five weeks to spend before the opening of the Sorbonne classes. These were filled by attending classes both at the Guilde Internationale, 6, Rue de la Sorbonne, and at the Institut Schweitzer, 16, Rue de la Sorbonne. The work of the 'Guilde' is too well known to require description. It consists of direct preparation for its own examination and for the 'certificat d'études françaises' of the Sorbonne. The most interesting class, from my point of view, was that of M. Sudre, a class of French historical grammar, conducted as far as

possible without assuming a knowledge of Latin—in fact, as it might have to be conducted in the highest class of some girls' schools. The Institut Schweitzer is not so well known amongst English people as it deserves to be. The organization is delightfully elastic, probably because there are no examinations in view; and the lectures are excellent, especially those of M. Guernut on 'discussion contradictoire,' on grammar and syntax by M. Simonnot, and on the method of teaching Modern Languages by the latter. The terms of the two establishments are very much alike—10 francs per week, roughly speaking.

With the beginning of November the Sorbonne classes opened partially and with that lack of precision which seems inevitable in academic institutions both at home and abroad. Sometimes notices were affixed to the blackboards; sometimes one arrived at 9 o'clock only to find that the class was to begin that day fortnight. One French friend suggested that seeing in France students are not compelled to attend lectures, professors are not compelled to deliver them. To this, remembering my own experiences, I can only reply:

So it seems. Of the Bureau de Renseignements at the Sorbonne I can say but little good, for there they gave me a piece of information which cost me 10 francs and a good deal of trouble, and turned out to be false in the end. The documents which one must produce at matriculation are (1) birth certificate, (2) University diploma, (3) 'récépissé' from the Préfecture de Police (36, Quai des Orfèvres), giving one's domicile. Now in the regulations it says that one's University diploma must be translated by a 'traducteur juré' (fee variable, in my case 10 francs). But my Edinburgh M.A. diploma is in Latin, a language which the Sorbonne authorities may fairly be expected to know something about, although one may excuse their ignorance of Russian, German, English, etc. I therefore inquired if it was necessary to have my Latin document translated, and received an affirmative reply. On presenting my 'pièces' I was told that the translation was superfluous. Paying one's fees at the Sorbonne is an afternoon's work. One shows the three documents above mentioned at the Sorbonne, then one walks to the Quai des Grands Augustins to pay the 30 francs demanded, finally one walks back to the Sorbonne to receive the 'carte d'étudiant.' It never seems to have occurred to the authorities that it would be more convenient to transport three or four clerks to the Sorbonne than to send hundreds of students tramping to the Quai des Grands Augustins. Every French person, when you get to know him well enough, complains of the sins of 'l'administration,' but it ends in talk. If I were a Frenchwoman, I would agitate.

Besides hearing a good many single lectures at the Sorbonne, I attended regularly those of M. Reynier and of M. Brunot. M. Fagnat gave no lectures last year; M. Lanson was in America the first term, and in the second lectured on the Dramatists before Corneille. M. Reynier explained 'Rodogune' and 'Gil Blas' after the minute French fashion. Now a work must be a masterpiece to stand this kind of treatment, and 'Rodogune' is

not. And so M. Reynier most discreetly, but pitilessly, showed up the defects of the workmanship. M. Brunot's class was a great treat. The subject 'Les Temps du Verbe français' would seem to be somewhat arid, but the attention never flagged. The point of view was that of his 'Enseignement du français,' and of his 'Méthode de Langue française,' published in collaboration with M. Bony.

1. The 'point de départ' is the idea, or the function; the expression, the form, comes second, and is subordinate.

2. Circumstances alter cases; therefore look at the context. 'La maison est vendue.' 'Le notaire arrive, et dans un instant la maison est vendue.'

3. Proceed from the spoken language to the written. But for details the reader is referred to M. Brunot's published works. There is also a good article by M. Dauzat on the new direction given to grammatical study in the *Revue Pédagogique* for May, 1912.

M. Passy, most unfortunately, was ill all the time I was in Paris, and has not yet been able to resume work. His place at the Hautes Études was taken by M. Camerlynck. At the Faculté des Sciences Dr. Marage lectured on Vocal Physiology, and held five practical classes. At the first of these our 'fiche' was drawn up. (a) height, (b) weight, (c) chest measurement, (d) vital capacity), and breathing exercises were demonstrated. At the second we were shown the use of the laryngoscope. The third meeting was devoted to gramophone work, the main point which emerged being the extreme importance of the speed at which a record is reproduced. The last two séances were occupied by 'Photographie de la Parole.' The drawback of such purely scientific lectures is that from their very nature the professor is content to register without making any attempt to improve, except with regard to breathing, where definite corrective exercises were prescribed. Now anyone with an ear knows that despite all his efforts he has not attained to a very good pronunciation as compared with a

native. But it is small comfort to have this demonstrated instrumentally. What one would like to know is how to direct one's efforts towards improvement, an improvement limited, no doubt, but the limits of which have probably not yet been reached.

At the Musée Pédagogique I attended lectures by Dr. Gobron on 'La Législation et l'Administration de l'Enseignement Primaire,' and at the École des Hautes Études Sociales a series of lectures and discussions on 'La Méthode Positive dans l'Enseignement,' which have since been published in book form (Alcan, 6 francs). These lectures were naturally unequal. After M. Brunot's lecture there was no discussion at all, but after M. Delobel's paper on 'Les Langues Étrangères' there was a most interesting one with echoes of the 'crise du français.'

Besides these more or less connected series of lectures I heard a great variety of miscellaneous ones—on 'Les Mères et les Filles dans l'Évolution Sociale' at the Collège Libre des Sciences Sociales, M. Bergson's opening lecture at the Collège de France, lectures by MM. Jean Aicard, Léon Frapié, Jean Richepin at the Université des Annales, and one lecture by M. Paul Bourget on Sully Prudhomme at the Salle de la Géographie. I should have liked to hear M. Jules Lemaitre on Châteaubriand, but 5 francs each lecture was too dear. On Sunday afternoons one had one's choice between the Conférences de Foi et Vie (M. Brunschwig on Pascal, etc.) and L'Union de Libres Penseurs et de Libres Croyants (Pastor Wagner on the 'Simple Life,' for example). There was no lack of attractive lectures; many a time, especially on Thursdays and Sundays, I was torn asunder between conflicting interests. One delightful feature in Paris is the good reporting of the lectures. For the principal University ones there is the *Revue des Cours et Conférences*, for those held in the Salle de la Géographie the *Revue Hebdomadaire*, and for the 'Annales' the *Journal de l'Université des Annales*.

During the whole time I was in Paris I

took a weekly elocution lesson from a 'pensionnaire de la Comédie Française.' I concealed from her the fact that I knew anything about phonetics, for there is a certain antagonism between elocutionists and phoneticians, which one is rather at a loss to explain. Perhaps the ultra-colloquial transcripts of the early phoneticians were partly to blame for this. As a rule one may say that the elocutionists' practice is good, although their theory is often null, whilst the phoneticians' theory is irreproachable and their recitation sometimes deplorable. If one could combine the good points of the two, that would be ideal, and this should be possible. My elocution lessons were of the greatest benefit to me, not for single sounds, not, for example, in the treatment of the 'liaisons,' which varied from one week's lesson to the next, but for intonation and interpretation. The question also arises whether the interpretation of the elocutionists is not 'theatrical.' I think in my particular case that it was, and so thought also the French woman-teacher with whom I exchanged lessons; but I do not think that the objection is grave; for our pupils, in Scotland at least, are not inclined to overdo expression. Their fault is monotony. Sometimes in my desire to please my elocution mistress I was more elocutionary than she. One week, for example, I practised a piece containing the word 'maman,' which I pronounced as 'mamā'; at the next lesson that was changed into 'māmā.' On thinking over these elocution lessons, it seems to me that the perfection of method would be to have, besides the lesson itself—the living voice—(1) a phonetic transcription for the distribution of the individual sounds, (2) gramophone records for repetition at home when the teacher is not available.

On alternate Thursday afternoons I went to the 'matinées classiques' of the Théâtre Français, for which I had a subscription ticket, costing £4 10s. for the sixteen performances. It was well-spent money, for my seat was excellent, and there was no trouble going to the theatre before-

hand to procure tickets. It is rather the fashion at present to deery the Français, but for me these afternoons were a great pleasure, as well as most profitable.

It would take far too long to tell all the interesting things I saw during my visits to the various types of schools. I visited one Ecole Primaire, one Primaire Supérieure, one Ecole Normale Primaire, Sèvres, Fontenay-aux-Roses, one Ecole Commerciale, the Collège Chaptal, the Clinique at the Rue de la Grange aux Belles to see M. Vaney apply the late M. Binet's tests to a small 'arriéré,' the Maison de la Légion d'Honneur, and the Paris Montessori school. The lessons I saw were mainly French, German, and English ones, and the general impression left upon my mind by the foreign language lessons was that in France the handling of the foreign language is well done, exceedingly well done in some classes, but the teaching of pronunciation is rather neglected. With hardly an exception, the pronunciation of the teachers was above reproach; but unfortunately the teacher's pronunciation is

not automatically transferred to the pupils. The conclusion that forced itself upon me was that, if we in this country content ourselves with improving the accent of our future teachers by sending them for a period of residence abroad, and neglect to teach them how to impart this knowledge to their pupils, we shall be no better off than in the old days when, for example, a Frenchman taught French in our schools. All that we shall have attained will be an inferior imitation of the genuine foreign article.

In conclusion I may say that I am very glad to have had this year's leave of absence abroad. One starts with some misgivings, not knowing what one may find. I found more than I ever expected. The practice of giving a year's leave has been adopted in the American colleges for years and in at least one English college. The teacher who has had a year abroad comes home again rested and refreshed, with plenty of new ideas, with more knowledge and fresh zeal.

BESSIE H. A. ROBSON.

## FROM HERE AND THERE.

AN event of the highest interest and importance to Modern Language teachers will be the publication in September next of *Cours Français du Lycée Perse*.



The curious state of things which obtains on the Modern Language side of education in this country has been aptly dubbed *The Muddle*. What are we to think of the advertisement which has been widely published: Two lecturers in French are required at Queen's University, Canada *Classical training preferred*, etc.? It is nothing less than an insult to the Modern Language movement.



Two very old members of the Association have just resigned, in consequence of their giving up school work—Mr. W. Dewar and Mr. R. E. Pain. The former was an assistant master at Rugby from 1888 to 1912, and the latter had been at Rossall

School since 1884. Both joined the Association in 1893, a few months after its foundation. We wish them both many years in which to enjoy their well-earned rest and leisure.



We congratulate Miss F. M. S. Batchelor on her appointment as Lecturer in French and German in the Training Department of Bedford College. It is interesting to note that this post is the first of its kind in this country.



Mr. Walter Rippmann proposes to deliver in the autumn a short course of lectures for Modern Language teachers. There will be five lectures, from 10.15 to 11.45 a.m., on October 18, November 1, 15, and 29, and December 13 on Phonetics, in which the sounds of English will be made the basis, French and German sounds being compared and contrasted;

and five lectures from 12.15 to 1.15 p.m. on the same days, dealing with methods of Modern Language teaching. It is intended that the lectures shall be of direct use to teachers in their daily work, and there will be opportunities for the discussion of difficulties. The lectures will be given at Queen's College, 43, Harley Street, W. The fee for the Phonetic Lectures alone is 7s. 6d.; for the Method Lectures alone, 5s.; for both courses, 10s. All communications about these lectures should be addressed to Mr. Rippmann (at 45, Ladbroke Grove, London, W.).



Wanted, for August: (a) Upon mutual terms, a home for a nice French boy of sixteen. (b) As paying guest-pupil, residence and two hours' daily instruction in English, in a family where there are young people, for another French boy of the same age; preferably at the seaside or in the country, and conditionally where there is no other French-speaking boarder. Letters to—

Mrs. Ife,  
15, Victoria Road,  
Clapham,  
London.



ST. JOHN'S COLLEGE, OXFORD.—The following elections have been made to scholarships in *Modern Languages*: Frederick D. K. Leclercq, Haileybury College (*French*), and Cyril L. Darragh, Mill Hill School (*German*).



SOMERVILLE COLLEGE, OXFORD.—The Council of Somerville College have elected Miss E. C. Jones, of the College, and the University of Paris, to the Somerville Research Fellowship. Miss Jones obtained a First Class in the Honour School of Modern Languages in 1905, and later studied in Paris as the holder of a Glamorganshire Research Scholarship. She proposes to research on the text of Wace and his relation to Geoffrey of Monmouth, to contemporary hagiographic literature, and to folk-lore.

ON May 28 last died Lord Avebury, full of years and honours, called by many the Admirable Crichton of the nineteenth century. To older members of the Modern Language Association it is interesting to recollect that Sir John Lubbock (as he was then) took the chair at a General Public Meeting of Modern Language Teachers, convened by the Association, at the Memorial Hall, Farringdon Street, on December 23, 1896. He made a speech emphasizing the importance of modern languages to the man of business and to the statesman. The chief results of the meeting were that the subscription was raised from 5s. to 10s. 6d., and the publication of the *Modern Language Quarterly* began in the following July. The Association, from a small body of some two hundred, took that first step forward which has made it the representative of all Modern Language Teachers in England.



Since the death of its founder, W. T. Stead, the *Review of Reviews* has maintained, if not improved upon its position as the indispensable periodical of every busy man, and particularly of the teacher. It is always full of interesting matter, and each issue has a page devoted to 'Languages and Letter-Writing.'



Teachers of English in England will find much to interest them in the *English Journal*, the official organ of the National Council of Teachers of English, published by the University of Chicago Press, and now in its second year. The following are some of the articles in recent numbers: 'Motives for Elementary Composition,' 'The Art of Silas Marner,' 'Literature for Children,' 'Chaucer's Comments on his Literary Method.'

The University of London has appointed the following examiners for the Certificates of Proficiency in French and German: Messrs. H. Guthkelch and W. T. Young for English Essay; J. G. Anderson and Hardress O'Grady for French; Mr. E. W. Hallifax and Dr. L. Landau for German.



Professor SAVORY, 25, Eglantine Avenue, Belfast, writes: 'I have purchased what I

had hoped was a complete set of the *Modern Language Quarterly*, from the library of the late Dr. Henry Sweet. I find, however, to my great disappointment, that No. 2, vol. iv., which must have been published about July or August, 1901, is missing. As I am most anxious to make the set complete, I should be grateful if any of your readers who happen to have a spare copy would allow me to purchase it from them.'

## CORRESPONDENCE.

### MODERN LANGUAGES AND EDUCATION.

THE invitation for contributions and criticisms on 'Modern Languages and a Liberal Education' being unqualified, the present writer, another inexperienced tyro, ventures not only a few remarks, but eliminates the word 'liberal' in his title, in order to avoid a charge of audacity.

Dr. Hedgecock tells us, in his own brilliant way, that the product of our University courses in Modern Languages is too often a kind of animated notebook on philology, etc., instead of men or women capable of speaking French or German before an elementary class in a school.

This stricture is serious enough, especially if we consider it in the light of Professor Rippmann's remarks in his article, 'When they have left School,' in MODERN LANGUAGE TEACHING, November, 1911: 'But it is also his (the Modern Language teacher's) special duty and privilege to supply his pupils with the instrument to the life and letters of a foreign nation. To some of his pupils that may be an instrument that will find its place in the tool-box required for their daily task.'

I make no apology for fully quoting these two sentences, as I consider that sometimes the possibility of their pupils making bread-and-butter use of their Modern Language knowledge is lost sight

of by the expert teachers of language who form the bulk of our members.

Is it easy to write a good commercial letter in French or German? The reply doubtless is, 'It is the equation of a good literary grip on the language first.'

If a boy remains at school until the age of eighteen, and is intended for commerce, it were high time that he began to attempt to enter intelligently into the higher commercial technique. Of course, the obvious retort is that the commercial boy must take his chance amongst those intended for professions.

Yet would it really be beneath the dignity of this Association to find out if the so-called French and German commercial textbooks were all they might be? I have seen what purported to be a copy of a German commercial letter in a widely sold German commercial correspondence, in which English idioms are *translated literally into German*.

Such commercial documents as German charter-parties are of great importance to some commercial students. The present writer has two textbooks which give differing sentences in the text of each, and he has a lurking suspicion that a *real* German charter-party may be different from either.

There is an opportunity for some commercial member of the Association to do for the higher commercial Modern Language study the estimable service of putting a little research work into these matters.

Is it not worth the attention of members in touch with a commerce faculty of one of our Universities? E. C. J.

### THE MUDDLE.

With reference to the articles on the Modern Language Muddle by Lancastriensis and Professor Williams, which have appeared in MODERN LANGUAGE TEACHING, I should like to suggest that it would be edifying to ascertain what has become

of men who have graduated in Honours in French and German at Oxford or Cambridge.

I think a table showing the careers adopted by—or forced upon—the First-Class Honours men of the Cambridge Medieval and Modern Languages Tripos during the past ten years would lend additional pungency to the two articles you have published.

G. WATERHOUSE.

LEIPZIG, FLAGWITZERSTR. 27<sup>III</sup>.

### REVIEWS.

*Royal Society of Literature: The Academic Committee. Commemorative Addresses on Andrew Lang*, by W. P. Ker, and on Arthur Woolgar Verrall, by J. W. Mackail, etc. Pp. 38. Oxford University Press. 1913. Price 1s. net.

Both these addresses merit attention; the first, especially, is a real contribution to criticism. 'Critics may grudge and cavil who have nothing better to do.' Professor Ker and Dr. Mackail do better things. They help us to understand the men they are commemorating, and thereby to realize 'how commerce with great writers may and does kindle in their students some corresponding greatness of soul.'

*The Icelandic Sagas*. By W. A. CRAIGIE, LL.D. The Cambridge Manuals of Science and Literature. Pp. viii+120. Cambridge University Press. 1913. Price 1s. net.

Dr. Craigie is one of the greatest authorities on Icelandic literature, and the present volume is worthy of his scholarship. It is brimful of facts and of learning, and is at the same time written in an easy and attractive style. Many who can never hope to read the sagas in the original will have reason to be grateful to him for introducing them to the stories in so delightful a manner. Not only is the reader familiarized with many of the tales themselves; he learns how they originated, when they were written down, and how they were composed. Anyone who is interested in the beginnings of modern literature will be wise to buy this little book.

*The British Academy Warton Lecture on English Poetry. III.: The Historical Character of English Lyric*. By GEORGE SAINTSBURY, Fellow of the British Academy. Pp. 16. Oxford University Press. 1912. Price 1s. net.

If a lecture, like other forms of literary composition, should have a definite beginning and middle and end, we fear that Professor Saintsbury's oration has no claim to the title. In a conclusion in which nothing is concluded—for there is no central argument discoverable—Professor Saintsbury says that he has 'endeavoured to show, on the strictest historical grounds, that the accomplishment of English lyric is one long and almost unbroken record of successful adventure.' He has not succeeded in his endeavour, but it is, at any rate, a satisfaction to know that his digressions—some of them very interesting—are intended to contribute to this end. Perhaps he may more nearly achieve his purpose in his forthcoming book on the English lyric.

*The Teaching of English Literature in Secondary Schools*. By R. S. BATE, M.A. Pp. viii+177. Messrs. Bell. 1913. Price 2s. 6d. net.

This book is one which it is not easy to criticize. It falls into two parts—the first general in character, the second entitled 'Literature in the Higher Forms.' The first part contains much that is excellent, and which shows that Mr. Bate has considered his subject and understands its importance. Most young teachers would

learn a good deal from his earlier chapters. But when he leaves generalizations, and come to his actual plan of campaign for the upper school, he is a thoroughly untrustworthy guide. Most English specialists altogether condemn 'literary history' as a school subject. Mr. Bate's hopeless attempt to cram into the last three years of school life the kind of syllabus he lays down is opposed to all modern ideas of what is desirable. The chapters on the earliest period and on the Middle Ages are peculiarly obnoxious. Indeed, his whole digest of this most difficult type of history is badly proportioned and ill-advised. Not content with 'outlines' from 'Anglo-Saxon' (*sic*) times to those of Queen Victoria, he recommends discussions of such abstruse matters as 'epic,' 'wit and humour,' 'classicism and romanticism,' 'the sources of the Arthurian legend,' 'pantheism'—even the date and place of composition of 'Beowulf.'

At the worst there are trite little summaries of the seven characteristics of the English classicists (p. 120), or such examples of deficient literary judgment as the following: 'The present writer feels himself entirely unable to read Burke, for instance. Why should he expect a class of boys to find an interest in what is essentially uninteresting?' (p. 38). Or: 'Descriptive poetry is not, like much of Walt Whitman, a mere catalogue or mass of materials which a builder has brought together, yet never shaped into a building' (pp. 55, 56).

Because there is so much that is sensible in this book, we are emboldened to advise Mr. Bate to remember in practice some of his own theories, and more particularly that which he advances on p. 22—namely, that understanding of literature can be arrived at only by 'an examination of the thing itself and of the impressions it has made on the mind.' We would also refer him to the various pamphlets and bulletins of the English Association. Until he has profited by them and by the advice of specialists, he should not venture to write

on the practical teaching of English literature in upper forms. He has shown in other publications that he understands what is wanted in the lower school. He shows in the one under discussion that he believes in literature, and knows theoretically what is to be attained by its right teaching. His errors are on this account the more regrettable.

*Keble's Lectures on Poetry* (1832-1841). Translated by E. K. FRANCIS. Two volumes. Pp. 434 and 534. Oxford University Press. 1912. Price 12s. net.

Students of literature owe a deep debt of gratitude to Mr. Francis for his translation of Keble's lectures on Poetry, hitherto accessible only in the original Latin. The lectures deserve to be much better known than has been the case in these degenerate days, when the number of readers able to read Latin with ease is comparatively small. Keble's views on classical poetry are scholarly, but devoid of pedantry, and he applies the comparative method of criticism in a way that was new in his own generation. It is interesting to compare his treatment of classical influence on modern literature with the lectures collected by Mr. Gordon [Review crowded out. Ed.]. Keble does not sound 'old-fashioned'; he is as ready as any present-day critic to acclaim the great wherever he discovers it. The lectures are dedicated to Wordsworth. Burke and Jeremy Taylor (Lecture III.) are compared as orators with Cicero; all three are contrasted to Plato. So it is throughout. Keble recognizes no dividing-line between ancient and modern; he distinguishes only between good and bad in literature—and in morals—and is convinced, with Plato, that 'All liberal and humane studies are linked together by a certain bond of union' (*vide* p. 52 *et seq.*). It is this catholicity of outlook, not generally associated with the name of Keble, that makes his lectures so well worth study. He was a critic who appreciated great things greatly; he had read wisely and widely, and used his studies 'for delight, for ornament, and for ability.' It is

pleasant to know that his conclusions are at last available for the ordinary reader.

A word of special thanks is due to Mr. Francis for the excellent index which he has appended to the volumes.

*Harvard Studies in Comparative Literature.* Vol. II.: Chivalry in English Literature: Chaucer, Malory, Spenser, and Shakespeare. By WILLIAM HENRY SCHOFIELD. Pp. x+294. Cambridge, U.S.A.: Harvard University, and Oxford University Press. 1912. Price 8s. 6d. net.

We are accustomed to think of 'chivalry' as an institution which was dying in the time of Malory, dead by the time of Spenser and Shakespeare. Professor Schofield is at pains to distinguish between the institution and the ideal, and as a spiritual force it is not difficult to show that chivalry survives, in a modified form, even at the present time. Professor Schofield's object in his lectures, delivered in their original form at the Sorbonne and at the University of Copenhagen, is to show 'how the ideal of French chivalry entered into English literature, and thereby affected the attitude of the English-speaking world. . . . Chaucer's attitude towards chivalry one may define as pragmatic, Malory's as romantic, Spenser's as esoteric, and Shakespeare's as historic. If these dis-

tinctions are just, they imply a large variety in the presentation of the theme . . . a splendid manifestation of its power of appeal.'

Perhaps Professor Schofield is most successful in the distinction drawn between chivalry in France and in England, and in his recognition of the fact that the ideal of chivalry has been more widely accepted in this country than on the Continent. His criticism is not very profound or very subtle, but he draws attention to an important influence in literature which deserves more serious and penetrating examination than has, up to the present, been accorded it. We are not sure that, in such a study, it will be wise to draw too sharp a dividing-line between the institution and the ideal of chivalry. Perhaps the most useful results will be obtained by tracing the combined influence on literature of chivalry and of feudalism. But since Professor Schofield explicitly avoids confusion between the ideal and its realization in medieval life, it is futile to pursue this line of criticism in dealing with his book. He has certainly produced a readable and thoughtful series of essays, and we need not complain if he deliberately makes his appeal to a popular audience rather than to scholars.

## BIBLIOGRAPHY.

N.B.—*All books received will be noted in this column. Such notice does not preclude a careful review should the Editor consider any book of sufficient importance or interest.*

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The Pursuits of the Fielden School.  
Edited by Professor Findlay. xxxiii + 283 pp. Price 5s. net. Sherratt and Hughes.

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[An excellent number, containing

'The Future of English,' by Dr. Rouse, and 'The Teaching of English in Public Schools,' by Rev. E. C. Everard Owen. A Reply to Mr. Benson.]

FIELDING: Journal of a Voyage to Lisbon. Ed. by J. H. Lobban. xv+116 pp. Price 1s. 4d. Camb. Univ. Press.

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- JESPERSEN, O. : A Short English Grammar. Adapted into Telugu by Rao Saheb G. V. Ramamurti. 138 pp. Price 6 annas. Longmans.
- [‘The grammars of English that are generally studied in Schools in India are compiled for the use of English children, but they are quite unsuited to the needs of Indian students.’ This consideration has led a practical teacher, Rao Saheb G. V. Ramamurti, late Lecturer at the Rajah’s College, Parlakimedi, to translate into Telugu Professor Otto Jespersen’s Short English Grammar (*Kortfattet Engelsk Grammatik*), which has passed through many editions since its first appearance in 1885. If, as seems possible, Professor Jespersen’s little book will now be translated into other Indian languages, and his methods of linguistic teaching come to be widely employed, the interesting result may be that the spread of the English language in India may receive a great additional impetus from the work of one who is neither Englishman nor Indian, but a Dane.’ Professor Moore-Smith.]
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#### Miscellaneous.

PERRIN and HASTINGS: A Table of German Nouns. Price 4d. Heath and Co. [Can be highly commended for clearness and simplicity.]

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## MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, June 28.

Present: Messrs. H. L. Hutton (chair), Miss Althaus, Mrs. Cruttwell, Miss Hart, Messrs. D. Jones, Kittson, O'Grady, Payen-Payne, Rippmann, Miss Shearson, Messrs. Storr, Twentyman, and the Hon. Secretary.

Apologies for absence were received from the Rev. W. S. Macgowan (Chairman of Committees), Professors Breul and Robertson, Messrs. Allpress, J. G. Anderson, Somerville, and Miss Stent.

The minutes of the last meeting were read and confirmed.

The Study Abroad Sub-Committee submitted a recommendation that any further inspection of Holiday Courses should be postponed till next year. This was not accepted, and the Sub-Committee were empowered and requested to do all in their power to secure an inspection this year.

The subject of appointments in Modern Language posts in the Universities was then discussed. A letter was read from the Chairman of Committees suggesting that, as the matter had been brought before the General Committee on May 31 without notice, no decision committing the Association to a policy should be made before the next meeting of that Committee.

Professor Robertson also wrote suggesting that a preliminary investigation of the facts was necessary. A draft letter for the Press was submitted, and letters from Mr. J. G. Anderson and Mr. Brereton criticizing it were received.

A long discussion ensued. Finally it was resolved that a Sub-Committee be appointed to investigate and report on the whole question, and that no public action be taken at present. The Sub-Committee

was constituted as follows: Mr. J. G. Anderson (convener), Professor Atkins, Mr. Brereton, Mr. Kittson, Rev. Dr. Macgowan, Professor Robertson, and Professor Salmon.

It was also resolved that it should be an instruction to the Committee to consider in this connection the relations between Schools and Universities.

A letter was received from Professor Max Freund, in which he stated his wish to resign the Local Secretaryship for Ireland. Mr. T. Rea was appointed in his place.

Mr. J. S. Norman also wrote resigning the Local Secretaryship for Kent.

The question of publishing a *Festschrift* to commemorate the coming of age of the Association was raised, and referred to the appropriate Sub-Committee.

The following six new members were elected:

Hugh Gregory, B.A., Alleyn's School, Dulwich, S.E.

A. G. Kent, M.A., Harrow School.

W. Perrett, B.A., Ph.D., University College, London.

R. L. G. Ritchie, M.A., Docteur de l'Université de Paris, University of Edinburgh.

E. G. R. Waters, B.A., Taylorian Institution, Oxford.

R. G. Wright, Royal British Orphan School, Slough.

## HOLIDAY COURSES.

The Report on the Holiday Courses visited by the Delegates of the Association is now at the disposal of members. Any member wishing to see it should communicate with the Hon. Secretary, 7, South Hill Mansions, Hampstead, N.W.

## INTERESTING ARTICLES.

**TIMES EDUCATIONAL SUPPLEMENT :**  
(June) Education and National Speech.

**EDUCATIONAL NEWS ;** (June 20) The Teaching of English Composition.

**JOURNAL OF EDUCATION :** (June) Impressions of Some Montessori Schools.

**EDUCATIONAL TIMES :** (June) Syllabus Difficulties (Dr. Geraldine Hodgson);

(July) Secondary Education (R. F. Cholmeley); The Montessori Method (Dr. Jane Walker).

**TEACHERS' GUILD QUARTERLY** (June):

The Woman Teacher and Some Modern Problems (F. H. Melville).

**REVUE DES LANGUES VIVANTES :** (Juillet) La Langue et le Style de Carlyle dans 'Past and Present' (F. Castella).

**LES LANGUES MODERNES :** (Juin) On demande des Lycées modernes (A. Graindemil).

**SCHOOL WORLD :** (July) Speaking the Speech (C. Powell).

**REVIEW OF REVIEWS :** (June) English Education at the Crossways.

## EDITORIAL NOTES.

Sub-Editors: Miss BENTINCK-SMITH; Rev. W. OSBORNE BRIGSTOCKE; Mr. H. L. HUTTON; Mr. HARDRESS O'GRADY; Mr. De V. PAYEN-PAYNE; Miss E. STENT; Professor R. A. WILLIAMS.

The Editor regrets that through lack of space he is compelled to postpone the publication of a number of contributions and reviews as well as Dr. Hedgecock's reply to Herr Holl and letters from Messrs. Rea and Brereton anent the review of Professor Savory's books.

Errata in No. 4, vol. 9: P. 133, 'Duhammel' should be 'Duhamel.' P. 140, 'Pierville' should be 'Pierrille' and 'Weller' should be 'Weber.'

Contributors sending 'Lists of French Books in Use' are requested to imitate those already published, and to say whether they wish the name of the School to be published.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, April or May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, Cuilrathain, Harpenden, Herts.

The Journal is sent free to all Members of the Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Mr. H. M. Cruttwell, Byron Hill, Harrow.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 7, South Hill Mansions, London, N.W.

The MODERN LANGUAGE REVIEW, a Quarterly Journal of Medieval and Modern

Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., *which must be prepaid*. It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who wish to take in or discontinue the REVIEW should communicate with the Hon. Secretary.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the under-mentioned subjects should be addressed to the persons named:—

**Exchange of Children :** Miss BATCHELOR, 1, Holly Cottage, Lymington, Hants.

**Magic-Lantern Slides :** H. L. HUTTON, 2, College Gardens, Dulwich, S.E.

**Residence Abroad (Women) :** Miss SANDYS, 30, East St. Helen's, Abingdon; (Men) : The Hon. Secretary.

**Travelling Exhibition :** Miss HAET, County Secondary School, Sydenham Hill Road, S.E.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

# MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN  
LANGUAGE ASSOCIATION

EDITED BY J. G. ANDERSON

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VOLUME IX. No. 6

October, 1913

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## LE VERS LIBRE.

(*Suite et Fin.*)

Et maintenant écoutons un peu ce  
que tout cela donne :

De tes beaux yeux la paix descend  
comme un grand soir  
et des pans de tentes lentes descendent  
gémés de pierreries

tissés de rais lointains et de lunes  
inconnues ;

des jardins enchantés fleurissent à ma  
poitrine ;

cependant que mon rêve se clôt entre  
tes doigts,

à ta voix de péri la lente incantation  
fleurit ;

imprégné d'antérieurs parfums in-  
connus

mon être grisé s'apaise à ta poitrine  
et mes passés s'en vont défaillir à tes  
doigts.

Aux terres désertes du bonheur, nous  
demeurerons immobiles

les regards enfouis dans nos yeux ;  
dans l'île

l'île imprévue, sans rade, sans mer et  
sans abords.

Au temple de ton geste mes vœux  
annelés d'or

baignés dans l'infini des yeux las de  
l'idole

rêveront des blancheurs, des pourpres et  
des hyperboles

pour dire l'oraison de ton repos dans  
notre soir.'

(G. KAHN, *Premières Poésies*,  
p. 191.)

Vers décoratifs et doucement  
berceurs ; sans doute, on s'amusera  
à plus d'une expression étrange :

'Des jardins enchantés fleurissent à ma  
poitrine ;

mes vœux annelés d'or.'

Ce sont des images un peu trop  
surprenantes, comme de ces com-  
paraisons rapides où l'un des termes  
tout à coup s'évanouit, qui nous  
visitent dans le rêve, et que nous  
condamnons comme déraisonnables.  
Les symbolistes aimaient ces images ;  
Kahn, je crois bien, les provoque.  
Mais on devra aimer la musique  
nouvelle et charmante de ces vers :

'A ta voix de péri, la lente incantation  
fleurit;  
et des pans de tentes lentes descendent  
gémés de pierreries.'

Ce dernier vers surtout, double par le mouvement comme par le sens, évoquant la lente tombée d'un beau soir où tout d'un coup éclateraient des astres.

Le vers libre d'ailleurs a su habiller bien d'autres pensées; il a prêté son harmonie diverse aux images fines, multiples, aériennes, symboliques parfois, qui remplissent ce grand beau livre si peu connu—et pourquoi?—un des chefs d'œuvre les plus certains de notre littérature: *La Chanson d'Eve* de Ch. van Lerberghe. En voici une courte pièce:

'Quand vient le soir,  
Des cygnes noirs,  
Ou des fées sombres,  
Sortent des fleurs, des choses, de nous:  
Ce sont nos ombres.

Elles avancent: le jour recule.  
Elles vont dans le crépuscule,  
D'un mouvement glissant et lent.

Elles s'assemblent, elles s'appellent,  
Se cherchent sans bruit,  
Et toutes ensemble,  
De leurs petites ailes,  
Font la grande nuit.

Mais l'Aube dans l'eau  
S'éveille et prend son grand flambeau.  
Puis elle monte,  
En rêve monte, et peu à peu,  
Sur les ondes, elle élève  
Sa tête blonde  
Et ses yeux bleus.

Aussitôt, en fuite furtive,  
Les ombres s'esquivent,  
On ne sait où.  
Est-ce dans l'eau? Est-ce sous terre?  
Dans une fleur? Dans une pierre?  
Est-ce dans nous?

On ne sait pas. Leurs ailes closes  
Enfin reposent,  
Et c'est matin.'

'Moins écrit que rêvé,' disait Musset. Je ne voudrais porter un doigt trop gros sur une fleur si délicate; pourtant remarquez, par exemple, comment au dernier vers, *l'absence* même de vraie rime, en étonnant notre oreille et l'arrêtant plus instamment sur le son clair du dernier mot *matin*, présente à l'esprit l'image, plus fraîche et plus nouvelle.

A ne vous présenter qu'un petit échantillon des génies divers qui ont exprimé leurs lyrisme sous la nouvelle forme, je risquerais de faire de cet article une anthologie; je préfère vous renvoyer à l'un des deux recueils qui, malgré des défauts inhérents, semble-t-il, à ce genre de livres, présentent assez complètement les poètes vers-libristes: l'anthologie de Delagrave (*Les Poètes français*, 1866-1906, les volumes ii. et iii. surtout) ou les deux volumes publiés au *Mercure de France* sous le titre, *Poètes d'aujourd'hui*.

Arrêtez-vous au nom de Viélé-Griffin. M. Viélé-Griffin est le plus moderne de nos poètes parce qu'il est le plus sincèrement original. Chez lui, plus rien de ce goût du rare et du morbide qui, après Baudelaire, a tourmenté tant d'écrivains; rien non plus du pessimisme facile et pas toujours profond, survivance tenace du vieux romantisme. Devant l'autel de l'action, il ne danse point des pas de jeune nietzschéenne exaltée, comme telles

de nos poétesses chez qui se résument les enseignements disparates de Rousseau et d'Ibsen. Il a fixé ses yeux et sa pensée sur le visage toujours changeant de la vie et de cette contemplation s'élève à la fois un hymne vers la beauté et un acte de foi. J'évite à dessein le mot de poème philosophique ; cela rappelle trop ces longues pénitences rimées que, de Voltaire à Sully-Prud'homme, s'imposèrent tant de bonnes volontés ; poèmes philosophiques, hélas ! où il y avait bien parfois quelque philosophie, mais si peu, si peu de poésie. M. Viélé-Griffin est poète. Telle pensée claire, universelle, il l'anime de la forme définitive sous laquelle on devra se la représenter après lui. Voyez comment de cette idée toute simple : impossibilité de vivre pleinement notre présent, d'êtreindre cette heure d'aujourd'hui qui fut si belle, de loin, encore enveloppée d'avenir, voyez comment il en sait tirer un beau et simple poème : *Belle heure, il faut nous séparer.*

Je voudrais vous recommander aussi les poèmes de M. Albert Mockel ; grand artiste épris d'harmonie verbale, celui-ci vous montrera mieux que tout autre combien de choses le nouveau vers peut exprimer, et susciter, par l'extrême souplesse de la strophe, par la fluidité du rythme enfin délivré de toute entrave inessentielle. Lisez *le lied de l'eau courante* ; c'est l'eau qui chante ; l'eau inquiète, qui prend les couleurs des saisons, reflète tous les climats, qui ne répond à nulle question, s'ignorant

vraiment elle-même, et qui n'a d'autre existence que cette course continue vers l'abîme ; symbole de notre conscience, continuité d'écoulements elle aussi. Puis comparez cette pièce à celle que Th. Gautier écrivit sur un semblable sujet, *la Source*, et comprenez tout ce que le poète contemporain a gagné en grandeur et en profondeur sans rien perdre, à mon sens du moins, en exactitude de description.

Je nommerai seulement les autres poètes plus connus peut-être : Verhaeren, Régnier, Paul Fort, et d'ailleurs peu importent les noms. Les qualités que nous découvrons dans les poètes vers-libristes, sans doute nous ne devons pas toutes les attribuer au nouvel instrument qu'ils ont su inventer et manier ; mais si nous accordons que ces qualités existent, qu'elles ont renouvelé la veine poétique française, nous aurons déclaré ainsi que le vers libre a rempli sa fonction, telle que l'avaient proclamée les premiers initiateurs.

Parmi les poètes plus récents, que vous ne trouverez pas dans les deux anthologies que j'ai indiquées, j'aime à donner au moins deux noms pour vous assurer que le vers libre a survécu à l'école dite *symboliste*. M. Jules Romains chante les puissances mystérieuses des phénomènes sociaux : la famille, la rue, la foule, la ville ; il semble tenir de plus en plus à un rythme très sûr, un peu monotone et se défait presque complètement de la rime. M. Ch. Vildrac dont nous avons un beau livre : *Le Livre*

d'*Amour*, nous présente un art vivant et sobre, une pensée énergique et pitoyable à toutes souffrances ; sa devise, a-t-on dit, pourrait être : *homo sum* et c'est montrer assez à quel point il est classique ; par la variété et l'aisance de son vers il semble être un de ceux qui savent le mieux profiter des innovations de leurs aînés.

Mais ce qui frappe surtout chez ces derniers venus, c'est un air brusque, violent même, sans grand souci d'art, ni subtile recherche d'aucune beauté nouvelle. En cela, ils se différencient très visiblement des poètes de 1885 qui par leur culte de la forme étaient restés les héritiers directs, les continuateurs même de ce Parnasse anathémisé.

Ce que le vers libre pourra encore nous offrir, nul n'oserait je pense le prévoir ; il nous suffit que la forme nouvelle existe. Mais j'aimerais rechercher ici pourquoi cette poésie française (qu'on l'appelle symboliste ou autrement), qui s'étendit sur une période de près de trente années n'a pas joui de la popularité dont semblent avoir bénéficié les deux écoles précédentes, le romantisme, et le parnasse. Que les œuvres aient été moins belles, c'est là une explication que je repousserai tout de suite ; car d'abord il faudrait le prouver et voilà qui n'irait pas sans grande difficulté, si même de telles comparaisons sont jamais légitimes ; et de plus, le fait qu'il y a juste cent ans, avant Lamartine et avant Hugo, la France mena un grand deuil national à la mort du poète

Jacques Delille, doit nous rappeler que la popularité des poètes n'a rien à faire avec leur génie.

La nouveauté, la stricte nouveauté, a-t-on dit aussi, éloigne l'admiration ; et sans doute le désir d'épater le bourgeois a pu nuire à certains novateurs ; mais toutes les œuvres ne furent pas conçues avec ce désir ; et les exagérations d'expression de plusieurs *jeune France* de 1830 n'empêchèrent pas le succès de l'école, au contraire.

Enfin on a surtout dénoncé l'origine à demi étrangère des poètes français de 1885 ; les uns anglais-américains comme Viélé-Griffin et Stuart-Merrill, les autres flamands comme Verhaeren, Maeterlinck, Mockel, Van Lerberghe, l'un d'eux grec, Moréas. Pour nous, sans chercher à présenter les flamands comme des provinciaux à peine plus éloignés que des Bretons ou des Marseillais, sans montrer dans d'autres écrivains nés à l'étranger, comme Viélé-Griffin, de vrais Français de vieille souche, nous serions prêts à considérer cet apport comme l'un des bénéfices les plus nets dont se soit enrichi notre littérature. Et Gaston Paris n'a-t-il pas écrit dans son livre sur la poésie du moyen âge, 'Quand la France ne puise plus à des sources étrangères pour renouveler sa poésie, elle produit la pauvre poésie du XIV<sup>e</sup> siècle, la poésie vieillotte et étriquée du XV<sup>e</sup> ; elle n'exerce plus aucune action sur les nations voisines.'

Admettons toutefois que toutes ces raisons : manque d'un grand nom vraiment supérieur, et qui s'impose,

nouveauté de la forme et obscurité du style, exotisme des auteurs, aient pesé chacune un peu pour causer l'indifférence de la foule ; il restera une autre raison plus forte qui devait, à notre avis, la déterminer. Tous ces poètes, et ceux d'aujourd'hui au moins autant que les symbolistes de 1885, ont oublié le précepte que donne Vinci à son élève : 'Quitte souvent le point où tu travailles pour te placer au point où l'on verra ton travail.' Ces artistes sont attentifs à l'état de leur esprit au moment où ils créent ; ils n'ont nulle préoccupation de l'effet possible ; \*

le lecteur doit quitter son point de vue pour se placer au leur ; effort que des esprits déliés ne refusent pas, auquel ils se complaisent même ; mais qui demanderait au grand public un détachement dont il est incapable.

Si cela est, on cessera d'accuser le vers libre d'avoir nui à la poésie dans l'esprit populaire, puisque le fond même, non la forme des œuvres nouvelles, doit être incriminé ; et l'on attendra pour juger plus sainement qu'un autre courant passe, chassé par d'autres influences.

L. CHOUVILLE.

## LES MÉTHODES DANS L'ENSEIGNEMENT DES LANGUES VIVANTES.

AU moment où nous arrivons à la fin de l'année scolaire ne serait-il pas intéressant de jeter un dernier coup d'œil sur la question toujours si importante des méthodes ?

Jusqu'en 1900, année de la grande Exposition Universelle de Paris, l'enseignement des langues vivantes était traité avec une parfaite indifférence : les professeurs manquaient totalement d'expérience, les méthodes étaient toutes exécrables, et, évidemment, les résultats étaient à peu près nuls.

Écoutez plutôt le professeur Gourio — aujourd'hui agrégé de

l'Université—dans une conférence faite par lui à l'École Normale supérieure. Il dit que les élèves qu'il formait avec l'ancienne méthode prononçaient mal, et que ceux qu'il recevait des mains de ses collègues ne prononçaient guère mieux que ses propres élèves, mais cela le laissait profondément indifférent (*Les Langues Modernes*, Mars, 1909).

Ce temps là est passé depuis longtemps dans le domaine de l'histoire : les professeurs se sont spécialisés ; ils ont fait de gros sacrifices de temps et d'argent en allant chercher à l'étranger l'expérience qui leur manquait, et ils en sont revenus transformés à leur avantage. Les professeurs de langues vivantes sont donc aujourd'hui des savants qui parlent et écrivent les langues

\* Rendons à César . . . cette remarque, comme la citation qui l'accompagne, m'a été fournie par un article de Messieurs Vanderpyl et G. O. Gros sur la peinture post-impressionniste, et paru dans le *Mercur de France* du 1<sup>er</sup> Décembre, 1912.

étrangères aussi bien que leur langue maternelle, et qui sont dans leurs fonctions tout à fait à la hauteur de leur tâche.

Les méthodes ont-elles suivi le même mouvement ascendant ? . . .

—Un beau jour l'oreille de M. Gourio se révolta, et il lui vint à la pensée qu'il serait possible et utile de donner un enseignement moins incorrect, et il gratifia l'Université d'une excellente méthode directe.

Selon M. Gourio, la méthode directe serait la méthode idéale, mais, à son sens, pour qu'elle soit réalisable certaines conditions s'imposent : La classe doit être éloignée de tout bruit extérieur ; il ne faut pas qu'elle soit nombreuse—vingt-quatre élèves au maximum ; il faut qu'elle soit homogène ; il faut que le professeur soit très capable au point de vue pratique et théorique ; qu'il ait beaucoup de mémoire, d'imagination, et d'observation ; et même avec une mémoire parfaite il lui faudra acquérir le talent de combiner les mots de nulle manières. Il faut que le professeur connaisse le dessin ; qu'il ait encore l'esprit de méthode et de patience, et qu'il sache surveiller et gouverner l'attention de l'élève. Hors de ces conditions, la langue vivante n'est qu'une langue morte.

—M. Gourio ne parle pas des nombreuses qualités qu'il doit avoir les élèves pour être aptes à comprendre la méthode directe.

Au début de la réforme, les réformateurs, sûrs de leurs principes, étaient très arrogants, et les autres, peu convaincus, étaient

timides et craintifs ; ils n'osaient pas dire leur façon de penser et avaient peur d'être traités d'incapables.

Un peu plus tard, l'expérience et les mauvais résultats obtenus, vinrent diminuer sensiblement le prestige de la méthode purement directe, et les profanes de la réforme, jusqu'alors presque muets, se levèrent et répondirent aux attaques passées.

On parla même de bluff et de spéculation ! L'intérêt particulier doit évidemment, en toutes circonstances, s'effacer devant l'intérêt général, aussi les plus hautes personnalités de la politique et de l'enseignement firent-elles entendre leurs voix dans des rapports officiels, dans des colonnes de revues spéciales et dans de grands quotidiens. Voici d'abord l'opinion de l'honorable M. Couyba (Rapporteur) :

‘À mesure que les années passent, l'expérience apprend que la réforme a été imposée un peu hâtivement, un peu, disons le mot, brutalement. . . . Le résultat fut beaucoup moins brillant qu'on était en droit de l'espérer.

‘Cette faillite partielle de la méthode directe, nous l'avons signalée dès 1906 (voir Chambre, rapport Couyba, 1907), et nous nous étions appuyé sur l'avis même des professeurs pour signaler cette insuffisance.’

M. Landerbach, professeur au Lycée St. Louis, affirme qu'il n'y a pas 10 pour cent des élèves à posséder cette connaissance effective des langues dont la réforme devait les pourvoir.

Un pédagogue allemand distingué, M. le Directeur Ammelh-

rath, qui s'occupe tout spécialement de nos jeunes lycéens pendant leurs vacances en Allemagne, écrit dans un rapport :

'Tous font preuve d'un manque de sûreté regrettable dans les applications de la grammaire et d'une ignorance surprenante du vocabulaire de la vie quotidienne. . . .

'Un cours d'une heure ou pas un mot de français n'était prononcé leur paraissait une suite de rébus, une série de devinettes où le plaisir de la difficulté vaincue ne compensait pas l'effort d'attention inutile.'

Qui n'a lu les beaux articles de 'La Revue de l'Enseignement des Langues Vivantes,' parus en 1906, sur la question des méthodes ('Débats d'opinion,' par A. Wolfrohm).

Tout en observant la plus grande impartialité et sans intervenir personnellement dans les débats M. Wolfrohm cite de nombreux articles de la *Zeitschrift für französische und englischen Unterricht*, qui battent en brèche la nouvelle méthode. Il cite Koschnitz, Kaluza, Sweet, et tant d'autres professeurs des plus compétents et des mieux qualifiés qui, tout en mettant au premier plan la possession effective de la langue, n'en rejettent pas moins tous les principes et artifices, réputés infaillibles, de la méthode naturelle et directe.

Sweet prouve l'obscurité du système, qui consiste à faire découvrir et rédiger les règles de grammaire par l'élève lui-même.

Il ne lui semble pas moins ridicule de vouloir se passer de la langue maternelle. Et la chose serait-elle possible qu'on n'y gagnerait ni du temps ni

une diminution de peine, comme le croient les réformateurs ; au contraire. Le seul résultat serait de rendre plus lente et plus difficile l'acquisition des vocables étrangers et de leur signification.

De même Sweet condamne l'*explication en langue étrangère des mots nouveaux*. Les définitions doivent être aussi nettes et aussi précises que possible ; elles ne le sont pas lorsqu'on les donne dans un idiome que les élèves ignorent encore en grande partie.

Winkler dit que la méthode directe n'est pas praticable à l'école et ne vaut rien dans l'enseignement public.

Les résultats qu'on lui attribue ne sont, dit-il, qu'un vain mirage. . . .

M. Marchand écrit (Compte-rendu du 'Congrès de Paris,'\* 1909, p. 851) :

'L'ancienne méthode abusait de la grammaire ; la "méthode directe" abuse du langage empirique. Concilions l'ordonnance progressive de la première avec l'intérêt pratique de la seconde et nous additionnerons leurs avantages.'

M. Marchand dit encore :

'La méthode directe est une collection de procédés imparfaits, trop longs et sans valeur éducative. Il est sans doute temps d'en mettre en œuvre une autre qui parte des fruits de l'expérience pédagogique, psychologique, et philologique, s'inspire de toutes les ressources de la science, utilise les derniers perfectionnements de

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\* Le Compte-rendu général du Congrès de 1909, publié par les soins de M. Georges Delobel, Secrétaire Général du Congrès, est en vente chez Henri Paulin et Cie., Editeurs, 21, Rue Hautefeuille, Paris. Prix, 10 francs.

la technique moderne, et qui, tout en cultivant l'esprit des élèves, les conduise avec un minimum d'efforts à un maximum de résultats. L'avenir est aux meilleures méthodes pédagogiques !

Le savant professeur d'Histoire et de Littérature française à la Sorbonne, M. Brunot, cite des exemples qui ne pourraient être expliqués par l'enseignement direct. Il dit :

'Les procédés directs paraissent insuffisants pour faire saisir ces nuances dans une langue étrangère et une *comparaison* est nécessaire entre les formes étrangères et les formes de la langue maternelle, (l'assemblée se range de l'avis du Professeur Brunot).

M. Latham, dans MODERN LANGUAGE TEACHING, dit que l'enseignement direct est sans valeur éducative, lent, obscur, vague, confus, sans contrôle certain.

Mlle. Calmette, qui obtient, paraît-il, d'excellents résultats au collège de jeunes filles de Cassassonne, dit :

'Méthode directe, c'est entendu, mais que de fois il faut traduire et expliquer en français. Bien souvent les élèves d'anglais répondent "Yes" alors qu'ils n'ont absolument rien compris.'

M. Roques dit :

'La méthode directe ne se maintient plus qu'avec peine ; ses partisans autrefois les plus hardis sont inquiets ou lassés. Cette méthode est condamnée malheureusement par la raison et par l'expérience. Par la raison et le bon sens d'abord : un enfant ne peut oublier sa langue maternelle en entrant dans la classe ; en vain le professeur défend de traduire ; ses artifices puérils n'empêchent pas les élèves de traduire mentalement et ainsi la pratique de la méthode directe est une constante dissimulation. Par l'expérience . . . dès

que le vocabulaire s'étend, devient abstrait et dès qu'il faut apprendre les subtilités de la grammaire, le professeur se heurte à d'insurmontables difficultés. Il se couvre de ridicule . . . Tout cela ne serait contesté par presque personne, si à cette affaire de pure méthode, nous voulions bien ne pas mêler certaines questions d'ordre bien différent, où sont en jeu d'autres intérêts que celui des élèves.'

L'École Berlitz qui s'est spécialisée dans l'enseignement des langues vivantes par la méthode directe est le pavis de M. Gourio. Certaines conditions sont indispensables : Professeur expérimenté, etc.

La question des professeurs n'est plus à résoudre ; les professeurs de l'enseignement officiel et de l'enseignement libre sont des savants, quelques-uns sont même des génies ; ceux de chez Berlitz sont des nationaux d'une bonne culture générale et souvent de grande expérience. Si, donc, Berlitz a fait des essais malheureux dans plusieurs écoles de l'État, et en particulier à Armentières, à Lille, et à l'École Nationale des Mines de Paris, il ne faut pas attribuer son insuccès à l'inexpérience des professeurs, mais bien à l'insuffisance de la méthode directe qui ne peut être comprise, dans une salle d'école, que par les petits prodiges.

Les professeurs de l'Université qui emploient le procédé direct réussissent-ils mieux que les nationaux de Berlitz ? . . . La plus grande qualité du professeur, c'est d'être honnête et impartial ; qu'on nous permette donc de citer un exemple dont nous garantissons l'authenticité :

‘Un professeur partisan de la nouvelle méthode a appliqué cet enseignement pendant deux années dans un Lycée de Jeunes Filles de la Rive Gauche. Le résultat était à ce point mauvais qu’un deuxième professeur, nouvellement promu, fut obligé de reprendre l’enseignement à ses débuts et d’employer la méthode mixte. On fit, de plus, un cours spécial pour les *retardataires*.’

Enfin, il est peut-être intéressant d’avoir l’opinion d’un grand éditeur à ce sujet. Il nous écrit :

‘La méthode directe est probablement mauvaise, puisque les amis de M. S., qui a fait une excellente méthode, ne la suivent même plus.’

La méthode directe a donc été incapable de faire ses preuves en France, et les professeurs n’en veulent pas en Angleterre ni en Allemagne, où, cependant, ils sont très avancés, au point de vue langues étrangères, et, par conséquent, aussi bien qualifiés que quiconque pour l’appliquer.

Si, aujourd’hui, on obtient des résultats plus satisfaisants, c’est que partout les professeurs enseignent la méthode intermédiaire qui emprunte aux procédés extrêmes ce qu’ils avaient de meilleur.

Cette méthode a fait ses preuves dans des écoles libres à enseignement complet et dans des écoles du gouvernement où les bons résultats ont été reconnus *officiellement*. Ceci est incontestable et d’ailleurs *incontesté*.

Malheureusement, la plupart des méthodes vendues dans le commerce, ayant été faites pour l’enseignement purement direct et devant servir à un enseignement

mitigé, seront ainsi détournées de leur véritable destination et s’adapteront difficilement à un procédé pour lequel elles n’ont pas été faites.

Il ne faut pas une méthode bâtarde ; il faut une méthode rationnelle, à la fois pratique et grammaticale ; il faut qu’elle soit simple, claire, très documentée, et bien faite surtout pour servir les besoins de l’élève, dont le temps est précieux et l’aptitude limitée.

Il faut que l’élève studieux puisse se servir de son livre pour travailler à la maison en dehors des leçons du professeur ; il faut qu’il trouve dans son livre un guide pour son intelligence et un appui pour sa mémoire ; et il faut aussi que les parents instruits puissent surveiller, aider, comparer, et contrôler le travail de leurs enfants.

Dans un bel article paru dans un grand journal de Paris M. Ad. Souberbielle, nous dit que la pauvreté et l’insuffisance de la méthode directe ne fait plus de doute pour personne ; elle sera bientôt remplacée partout par la méthode intermédiaire qui a, dit-il, tous les avantages de l’ancienne méthode grammaticale unis aux séductions de la méthode directe.

M. Ad. Souberbielle est parfaitement d’accord avec nous, avec la masse des professeurs de ‘Langues Vivantes,’ et en particulier avec les hautes personnalités dont nous nous sommes permis de citer les noms dans le présent article.

Ils voudront bien nous pardonner puisque nous l’avons fait, en toute

sincérité, dans l'intérêt de tous les professeurs, dans l'intérêt des parents et des élèves, dans l'intérêt

de l'Enseignement des Langues vivantes en France et à l'étranger.

JEAN PAILLARDON.

### ENGLISH PRONUNCIATION IN THE SCHOOL.

It is remarkable that bitter complaints should be made about the pronunciation of English at a time when the greatest stress is being laid on the pronunciation of foreign languages. That this should be so is characteristic of the general neglect of the mother tongue in our schools. In French and German the introduction of the direct method has ensured attention being paid to pronunciation; even in a dead language like Latin some effort after correctness is made; only in the case of our own language, which should be the most important of all, is the student left almost entirely to his own resources. Yet anyone who is acquainted with the product of the public elementary school, and of the secondary schools mainly fed by them, must be conscious that the pronunciation of English is in general bad. It is bad through faults which have no origin in differences of dialect, but arise from general slovenliness of articulation. The worst feature is that the school, instead of being a factor for improvement, serves only too often as a centre of infection; children from refined homes, whose early pronunciation is good, very rapidly assimilate the defects of their companions. For this reason parents of refinement will make any sacrifice rather than send their chil-

dren to an elementary school, and expose them to the risk of acquiring a defect which is almost irremediable in after-life. If the school did its duty, it should be able to improve a bad pronunciation without causing deterioration in a good one.

The educational system is really very largely to blame in this matter, for English pronunciation is rarely taught at all, and still more rarely taught efficiently. No marks are given for it, no examinations are held in it; therefore it is not a school subject. The ordinary teacher of English, unlike his Modern Language colleague, has rarely studied phonetics. He may be aware that his pupils pronounce badly, but he lacks the necessary knowledge to enable him to point out how their pronunciation is faulty and how it may be corrected. To many English children correct English is a foreign language; they do not speak it, and they seldom hear it; they have the additional handicap of a bad pronunciation to start with. It is a common experience that it is easier to teach the correct pronunciation of French to a child who knows none, than to one who has learnt a little badly. It is often easier to teach a child to speak French with a good accent, than to improve the same child's bad pronunciation of English. There is all

the greater reason for using the best methods in the more difficult task.

The lack of systematic teaching and of properly trained teachers has so far permitted the reduction of all pronunciation to a low level to go on unchecked. But there is a new and very grave danger that the bad pronunciation of English will be stereotyped and perpetuated by the very agency which should reform it. Up to the present, the teacher has been at worst passive; if he has done no good, he has at least not been an active agent for evil. But the educational ladder which carries the elementary school-boy to the University carries some who are incapable of pronouncing their own language. At present no systematic attention is given to this defect at any stage—the University stage is in any case probably too late. But a defect, which in the ordinary individual is of comparative unimportance, becomes capital in a member of the teaching profession. He is the central figure during a large part of their waking hours to children at the most impressionable age. Educationists have been known to attach importance to details of dress and deportment; much more, then, to correctness of pronunciation. It is regrettable that any University graduate should speak with the accent of a street-corner loafer; but if he does, he should find the gates of the teaching profession closed to him, however great his other qualifications may be. In his own interests it were better that he should

be checked at the outset, for sooner or later he will find his progress barred, though he may be the last to suspect the reason.

The first requisite for the improvement of English pronunciation is some standard definitely fixed and generally adopted. At present it is regarded as a matter of taste, much the same as manners are. Largely owing no doubt to our eccentric method of spelling, there is no definite standard of right or wrong. If orthodoxy is any doxy in religion, it is still more so in pronunciation and manners. The common attitude towards correction is expressed by the retort: 'Perhaps you're no judge'; often accompanied by an attack on the corrector's own pronunciation. The dictionary is no guide on just those very points which constitute the worst vices—indistinctness and the absence of lip-rounding.

When the standard pronunciation is once fixed, however elastic the limits may be, the necessity will arise for teachers who are capable of giving systematic drill in the proper production of English sounds. The method of mere imitation, which is the usual one at present, is generally conceded to be slow and ineffectual in the case of foreign languages. The casual correction of those mistakes which are made before the class is incapable of effacing the mental impression produced by thousands of incorrect utterances. Nothing but systematic practice on the same lines as those used by the Modern Language teacher is of any

avail. But for this to be possible the teacher must have a knowledge of the sounds and of their method of production similar to that required of his Modern Language

colleagues. A very small amount of time devoted systematically and in the right way to this one point would in a very short time produce an immense effect.

G. W. SAMSON.

## FOREIGN PROFESSORS OF MODERN LANGUAGES.

As an Englishman and a Modern Language teacher I am naturally in favour of a Free Trade policy at our Universities, by which the chairs of Modern Languages would be open to Englishmen of sufficiently high attainments. At the same time, I think that, in accordance with the general rule, this question has two sides—a fact which previous contributors seem to me to lose sight of. In this respect, the letters from French professors, quoted in the last number, are particularly interesting, and provide a refreshing contrast to the somewhat obtrusively trade-union savour which pervades the protests of my compatriots. Our French friends, although strongly interested parties, weigh the merits of the case in a judicial spirit which seems to me extremely praiseworthy. Perhaps I may be forgiven for quoting a few passages, though they have already appeared in these pages.

Monsieur Émile Legouis says: 'La mesure prise ne fut donc pas inspirée par l'idée que l'enseignement serait mieux donné s'il était exclusivement aux mains des Français.' 'Aussi, sans le service militaire, estimerai-je que nous aurions aujourd'hui tout avantage à avoir quelques étrangers répandus dans notre enseignement des langues vivantes à tous les degrés.' 'Quant à l'enseignement supérieur, où le professeur s'adresse à des étudiants qui ont déjà la possession pratique de la langue, ces mêmes étrangers rendraient de grands services. Ils feraient (mettons dans la section anglaise) leurs conférences en anglais; ils seraient d'excellents correcteurs de thèmes oraux ou écrits. Ils apporteraient enfin leur *note* anglaise, morale et intellectuelle, leur sens immé-

diat et spontané des écrits de leurs compatriotes, etc.' 'En somme, je crois que, si la question du service militaire n'existait pas, il y aurait tout avantage à avoir dans nos collèges, lycées, et universités, un certain nombre d'étrangers comme professeurs de langues vivantes, pourvu que ces étrangers eussent reçu la consécration des examens ou concours jugés nécessaires.'

Monsieur R. Huchon: 'Que l'on soit, chez nous, parfaitement satisfait des résultats donnés par ce système, c'est ce que je ne voudrais pas affirmer.' 'Le danger du système actuel est que des maîtres, trop casaniers, ne perdent contact avec le pays dont ils enseignent la langue et avec cette langue elle-même.'

Monsieur L. Cazamian: 'En un sens seulement on peut dire qu'il existe chez nous une volonté systématique de n'employer pour l'enseignement des langues vivantes que des professeurs indigènes; cette volonté est d'ordre administratif, non pédagogique.' 'Quant aux avantages d'ordre pédagogique, ils sont moins évidents. Il semble permis de dire que les professeurs indigènes, à condition qu'ils sachent à fond la langue étrangère, peuvent mieux s'acquitter, toutes choses égales d'ailleurs, de l'enseignement dans les hautes classes là où la connaissance de la langue maternelle entre en jeu. Mais à mesure qu'on se rapproche de l'enseignement supérieur, ces règles d'expérience moyenne sont subordonnées aux cas particuliers, à la valeur propre des individus.'

Monsieur Garnier's letter deals with *lycées*, and is therefore beside the question. No one would grudge the English Modern Language teacher the hard-won victory which has at last put him in his proper

place in our schools. No one would have back the days when poor 'Mossoo' provided amusement for English boys whom he did not understand and could not control. There is an increasing number of Englishmen sufficiently well equipped for the work in our secondary schools. They have this inestimable advantage over the foreigner—that, having themselves acquired the language which they teach, they understand the learner's difficulties and know how to meet them; that, being Englishmen, they understand and can manage the English boys.

At the University the same conditions do not prevail, and these considerations do not therefore apply. Here we may presuppose a good working knowledge of the language on the part of the student—at any rate in the case of those working for higher degrees. Here, surely, all instruction should be given in the foreign language, which should also be the sole medium of communication between professor and student and the sole means of expression in the student's written work. In the matter of teaching and correcting French prose composition, again, can it be for a moment maintained that an Englishman can compete with a Frenchman in his knowledge of the niceties of style or accuracy of expression? Can anyone equal a Frenchman in the task of revealing to his students the beauty and true meaning of his own glorious literature?

There remains philology, in the teaching of which there is no reason why an Englishman should be inferior to a Frenchman. Perhaps a solution of the problem can be found in a division of labour between an English professor and a French assistant, or *vice versa*. This is the plan which is followed with success in certain Universities. The essential is that only Englishmen who are sound scholars should be appointed, for it must be remembered that if those responsible for filling such posts are inclined to look with too much favour upon foreigners, they have also sometimes erred in giving them to Englishmen of inferior qualifications.

It is part of the price that we have had

to pay for the very great benefits conferred upon us by the reform in Modern Language Teaching that the claims of scholarship have not always been kept sufficiently in view. The tendency is even apparent in our schools, where the linguistic and literary sides of teaching have been at a discount, though, happily, there are signs that they will ere long come into their own. The preaching of new doctrines and the introduction of new methods are only too likely to enable men of no particular qualifications, but with a keen eye to opportunity, to come forward as experts and to be to a certain extent accepted as such. The teaching profession cannot claim to be exempt from *charlatanisme*. There is therefore all the greater need, as far as University teaching is concerned, to uphold a high standard of scholarship.

Englishmen are always prone to complain of the competition of the foreigner rather than to set to work to compete with him in enterprise and efficiency. How many really sound English scholars have failed to secure recognition? As a correspondent points out in the last number of MODERN LANGUAGE TEACHING, it would be interesting to know what becomes of First Class Honours men of the Cambridge Medieval and Modern Languages Tripos. How many of them pursue their studies further? I presume that it will be agreed that the Tripos alone does not qualify a man to become a University professor.

Perhaps I speak rather as a spoilt child, for I had the very great advantage of having as my teacher at the University a Frenchman whose scholarship was above suspicion; one trained at the Sorbonne, the *École des Chartes* and the Universities of Germany; one who had sat at the feet of men like Gaston Paris, and who, like his master, succeeded in inspiring his students with a love of sound scholarship and scientific method. It is perhaps not unnatural that I should congratulate myself on having lived before the day when foreigners are to be excluded from the chairs of our Universities.

S. A. RICHARDS.

## MODERN LANGUAGES AND A LIBERAL EDUCATION.

I THINK that all who are deeply interested in the preparation of the future Civil Servant and the future Modern Language teacher, cannot be too grateful to Herr Holl for his letter on 'Modern Languages and a Liberal Education.' It is the most valuable and enlightening document that has ever appeared on the subject, because it illustrates in the most naked and unashamed fashion the inability (to use no harsher word) of a certain school of thought in the University (there are happily others) to realize what the training of the average Civil Servant and the average secondary teacher ought to be. Knowing what the training of the secondary teacher in France is, I am rather astonished at such a statement 'that the Continent has long since recognized the importance of a sound philological grounding for the Modern Language teacher in secondary schools.' This is certainly not true of France in the past; and, as far as I can glean from consulting the latest programmes available, there is, I believe, but comparatively little, if any, philology demanded at the *licence*, and what small modicum is required at the *agrégation* is mainly confined to the *explication des textes*. I would add that this impression is confirmed by a letter just received from a French friend. The statement of the writer is therefore misleading, and does not help his case at all, unless, perchance, he writes as a Pan-German, and as such includes the French as one of the lost German tribes at present in a sort of Babylonian captivity! In a word, the statement seems only justifiable on antiquarian, or shall we say *Gothic* grounds?

Herr Holl, apparently, further contends that philology is for us English more valuable than, say, history, which he ranks as 'secondary and subsidiary'—*Vous êtes orfèvre, M. Josse!* If he wishes to know, however, what modern England thinks on the subject, let him

read the recent articles and addresses in the *Times* and elsewhere of Mr. Stanley Leathes—articles which, as far as one knows, have been, in spite of their wide publicity, practically left unanswered, presumably because they are unanswerable. Mr. Stanley Leathes, as the head of the Civil Service Commission, speaks with unique authority on the subject. A perusal of his articles may, perhaps, enable Herr Holl to understand that the particular type of Modern Language training advocated by those who have the greatest title to speak in the name of England as most suitable for our future Civil Servants is *precisely* history, and *not* philology. Next, let him consult the Modern Language Association, or those who have directly to do with secondary education, as to what type of training they consider most suitable for the future teacher of Modern Languages, and I think the answer will be equally clear and emphatic.

No doubt, as Mr. Stanley Leathes has shown, the Universities are themselves to blame in the matter, but as regards Modern Languages, the present state of things has been intensified by the appointment of certain foreigners (happily one knows of some notable exceptions) who neither know the country nor manifest any burning desire to do so, much less exhibit a sympathetic desire to study our problems and help us to find solutions. Those who live in the great centres of industry know how rapidly the most thorny social and political questions are coming up for solution, and yet with almost cynical indifference some of our Universities go on appointing men whose knowledge of this country and its language is very small, and whose panacea for everything is apparently Old and Middle High German, with a dash of Gothic, or presumably their French equivalents.

The classics have their archaic writers, like Homer and Plautus, but the knowledge of the primitive forms of Greek and

Latin demanded of one who aspires to a first-class at Oxford or Cambridge is practically confined to the small quantum of knowledge necessary to enable the student to read and translate these early authors.

We who take up the study of French and German for teaching purposes ought to know our modern authors at least as well as the medieval, or rather better, for the value of the old, in the main, is the light it sheds on the modern. Owing, therefore, to the wider range of French and German literature, our problem of covering the ground is twice as difficult as that of those who only study in the main the so-called classical period in Latin or Greek. We actually require more time to devote to our authors, and yet certain persons would fain impose on us a far greater burden of philology, even if they do not, as Herr Holl does, bracket it as apparently coequal with literature. No, sir! The science of Skeat, of Grimm, and of Gaston Paris is a fine one, and there will be always, one hopes, a chosen few who wish to devote their lives to it. But, as far as French and German go (even if a greater knowledge is necessary for the reading of German texts), it should be regarded mainly as an ancillary subject, as, say, archaeology is in classics, for those whose future vocation will be not merely to teach their pupils to speak and write modern French and modern German, but also to put them in the way of understanding and admiring the strong points in the national life and national history of those great peoples.

Once more, let me express my gratitude to Herr Holl, whose letter constitutes the most valuable document we have ever had to illustrate the natural, though, happily, by no means universal, attitude of the foreign-born teacher. It is rare to be able to get in cold print such a perfect specimen of this particular *état d'âme*. It shows up in its most extreme form the latent danger of appointing as our spiritual pastors and masters persons who are by nature ill-fitted to understand the deeper needs of the nation.

RESPICE FINEM.

In your June number Herr Holl published a criticism of my former article on the above subject. He is to be congratulated on the perfect success of his brilliant attempt at misunderstanding my meaning. I never said that 'in University courses more time and energy are spent on philological than on literary training'; I never suggested that 'the student who is specializing in Modern Languages' should be deprived of all philology. On the contrary, I stated very plainly that I was speaking of 'students who take French for their B.A.,' and I showed that I was referring to the pass degree by adding, 'we must remember that they have usually three other subjects to study.' I maintained that the attention of such students should be concentrated on literary and social matters, to the exclusion of the technical and philological.

So that there may be no doubt as to what I do mean, I repeat that a pass student—let us suppose that he is busy with Latin, English, French, and Mathematics—has *no time to work efficiently* at Old French phonetics, history of French syntax, prosody, etc. Think that, first of all, he has some twelve to sixteen lectures to attend per week, with notes to write up, authors to study, exercises to get ready, etc. Add that in modern French he is just learning to express himself, that a dissertation, if well prepared and carefully composed, takes him several hours to write; that he is probably just awakening to the fact that he has large gaps to fill in his vocabulary; that, if he is a sensible and earnest student, he would like to know something historically of the period from which his authors come (though it is true that that is of little importance); and then ask not, Ought he to have an acquaintance with 'the historical growth of the language in the light of modern philological science,' but, What is the use of putting these technical studies in the syllabus when the only result will be a 'swot-up' just before the examination and no lasting profit to the victim? Common sense, common sense, and yet more common sense!

Glorious programmes embracing France and the French from Julius Caesar to Poincaré, and from the *Serments de Strasbourg* to *Dingo*, with side excursions into the history of the comma and the evolution of the full stop, are interesting as documents and possibly attractive as advertisements; but of what practical good are they! The professor who performs the acrobatic feat of hiding his head under his lecture table while he signs 'Pass' to the exam-papers on it, may sleep at night on such programmes with as easy a conscience as on a bed of rose-leaves; but others, including many of the students themselves, will think that there is a good deal of bluff in it all. And yet we are asked to believe that these same over-stuffed pass B.A. students, who have often not been abroad, can write and converse in elegant and correct French or German! To suggest anything else is 'a severe criticism on the school in which the young B.A. graduated.' *Laissez-moi rire!*

Please note that I am not criticizing the students; rather am I voicing the aspirations of the best and most serious of them, who long to have the chance of being efficient in a narrower programme rather than smatterers at a hundred tasks. For these people, who are trying to get a Liberal Education before, perhaps, specializing, I ask that attention should be concentrated on the modern, the vital, the important, and that the dry-as-dust should be kept for a later stage. Once the B.A. passed, once they are specializing in one language, I would hand them over, partly, at least, to the tender mercies of the philologist, for whom words are of higher value than the ideas they connote and phonetic changes of greater importance than revolutions.

As regards those ignorances of mine to which Herr Holl is pleased to refer, they are not perhaps so extensive as he imagines. I have heard of the 'Neuphilologen'; I

have also heard that in Germany the term 'philology' is interpreted with a good deal of latitude and includes those social and literary studies on which I have insisted. I am also fairly intimate with the course of study for the French *agrégation d'anglais*, and know that until the last few years it included no philology whatever, and that even now the quantity is almost negligible; yet I do not consider the French *agrégés d'anglais* inferior as teachers to the German Neuphilologen, and do not see that Germany has produced many critics and writers on English literature equal to Beljame, Angellier, Legouis, Cazamian, and the rest. These men have been trained in modern studies; if we could turn out students as good as I, for one, should be satisfied without attempting to reach the Teutonic level.

There is little need for me, I think, to underline the importance of Herr Holl's admission that the course of language studies in our Universities depends at present on the caprice and personal tastes of the professor (p. 125). What a criticism of our 'system'!

In conclusion, I cannot refrain from drawing a little lesson from the tone of Herr Holl's letter. The Gothic abruptness of the formulas in which he exposes my supposed ignorances or condemns my English as unintelligible to him and therefore to all, shows that here is at least one foreign professor who has not yet assimilated our insular ideas of courtesy. That Herr Holl should adopt this tone in replying to an article of mine is of no importance; his appreciation or his contempt of my views leaves me cold. But if he corrects his students in the same way, how often must they wish that they had to do with a professor of their own nationality, capable of descending to their level, of sympathizing with their ignorance, and of attempting to understand their point of view!

FRANK A. HEDGCOCK.

## CORRESPONDENCE.

## THE MUDDLE.

WILL you allow me to thank you and your contributor for the timely article in MODERN LANGUAGE TEACHING on the subject of the custom prevailing in our schools and Universities of choosing foreigners to teach Modern Languages. The arguments adduced by Dr. Hedgcock are quite sufficient in themselves to show the superiority of the system adopted on the Continent to that with which we are content, in spite of its extremely poor results. I wish, however, that you would lay even greater stress upon the cruel discouragement given by our present system to the numerous young men who are devoting themselves to the study of Modern Languages in our Universities, and who have at much trouble and expense perfected themselves in the language and literature of France or Germany. The greatest prize to which such students have to look forward is, as matters stand, a subordinate place as assistant in some provincial University or in some secondary school not of the highest rank. Even as it is, we have plenty of Modern Language scholars perfectly capable of holding posts as Professors of Modern Languages; it is needless to mention their names, which are known, however, to most Englishmen engaged in teaching. But it is obvious that a mighty impulse would be given to the study of Modern Languages if it were certain that a fine career were open to such students as had duly qualified for it, and that the fact of being an Englishman was not considered a disqualification for teaching his own countrymen.

In must, unfortunately, be admitted by all fair observers that under our present system we enjoy on the Continent the reputation of being the worst linguists in Europe; and quondam pupils from many schools have complained to me bitterly of the inefficiency of the teaching at their old school. My own impression, gathered

from long observation, is that foreign teachers as a rule look upon English boys as disinclined to work, and in many cases as more stupid than Continental pupils. They do not recognize the fact that the youth of our country are less precocious than those with whom they are accustomed to deal, and they therefore allow their pupils too often to go their own way. The result is that in some cases the foreign language classroom is the home of idleness; in others it is something like a bear-garden.

HERBERT A. STRONG, LL.D.,  
*Officier de l'Instruction Publique;*  
*Emeritus Professor of Latin, Liver-*  
*pool University.*

## PROFESSOR SAVORY'S TRILOGY.

It is not quite easy to understand the point of view of the Reviewer. Three questions at once present themselves:

- (1) What does the Reviewer require of a first-year Modern Language book?
- (2) What is a teacher justified in expecting of such a book?
- (3) Is it reasonable to judge books, avowedly written on the Direct Method, by Old-Method Ideals?

Old-Method books certainly started out with the idea that unless the scholar were made to cut his teeth on declensions, tabulated to their full extent, nothing was being done for him. He must be made to face a complete system at the outset. Many and various were the groupings of these declensions; every possible example, with every corresponding exception, turned up in its right place (often to bewilder and clog the memory of the unfortunate beginner). Nothing was allowed to elude him. There it all was; and all, in its way, was excellent. Then why do these books not continue to hold their own in the market? Why are they so generally superseded by newer ones at the present day? Simply because this over-elaborate tabulation has been found *out of place in the first year*. In a highly inflected lan-

guage like German, tabulation there must be; systematic teaching of grammar—and that much earlier in the course than with French—there must be; but, in accordance with present-day educational ideals, grammar taught inductively is tabulated only as it occurs in the vocabulary actually in use, and from the direct experience of the student. Long lists of heterogeneous words are no longer worked through or committed to memory to point a rule (regardless of the fact that these words may not occur again in any but a revision lesson throughout the year); but rules are deduced, and *in ever-narrowing circles more completely defined*, from examples already in the students' working possession. Therefore, before criticizing tabulation, should not the following questions first be considered? What is the student's actual vocabulary knowledge at a given stage? To what extent can tabulation be assimilated by him at this particular stage? And thirdly, is it not perhaps advisable that what is classified should be rightly understood of the critic?

It is not too much to say that in almost every instance the criticism of the review in question breaks down if weighed from this standpoint. On p. 19, the author is not tabulating nouns, but the definite article; on p. 22, if he were aiming at a complete tabulation of the strong and weak declensions, he would certainly be open to criticism for having grouped such words as 'Heft' and 'Tür,' 'Wand' and 'Buch,' together. But this is just what he is *not* doing. This occurs in the second lesson; some twenty odd nouns have been taught, and it is these that are being classified in the *outer preliminary circle of observation*, in which four general facts are pointed out. So early in a first year, this classification not only covers as much as is possible, it also covers as much as is desirable. On p. 32 this circle is considerably narrowed, and the strong declension assumes more definite proportions; and it is hard to know what could be less 'abstract' than Mr. Savory's terse and practical definition of the 'Kennzeichen' of this declension.

As to the frank statement that most of these nouns are either masculine or neuter, but that a few also are feminine, experience will soon bring that fact home to the scholar, and it is certainly better that he should be prepared for it.

The instruction throughout the book is excellent, and entirely in keeping with the best modern methods; and the phonetic transcriptions and exercises (which, curiously enough, seem to have escaped observation, though forming so important a part of the book) are most valuable.

Space forbids any possibility of touching in detail on the other two books included in H. L. H.'s review; indeed, to review a book already five years old seems a little out of date, especially one which is already so well known and established as Mr. Savory's *Reformlesebuch*. Both it and *Drei Wochen in Deutschland* are valuable books, and afford excellent opportunities for the understanding teacher; and in all three cases it hardly seems just to condemn the ideals of one method because they do not realize the ideals of another.

L. H. ALTHAUS.

I have been reading the long and detailed review of Professor Savory's German trilogy in the June number of MODERN LANGUAGE TEACHING, and it strikes me that there is one very important practice, from the point of view of the new method, on which your reviewer has, perhaps unwittingly, thrown cold water—I mean that of compiling vocabularies in the language itself to explain the words and expressions that occur in the text.

Now, I have not only for certain purposes very carefully examined the three books from this particular point of view, but also I know by experience as an editor the great difficulties of compiling a vocabulary on such lines. I fear, therefore, that the friend cited by the reviewer, who stated he found the vocabulary in these books of little use, has been hardly fair to them, unless he disapproves of the whole practice; for I have, when consulting

the books, been repeatedly struck by the ingenuity of the author in framing a definition at once clear and simple. Of course, no one who has attempted this kind of work expects to attain success to the tune of 100 per cent.; but if he gets into the 80 and 90 per cent. (and personally I should rate Professor Savory's achievement at least as high as that), I think the result is most valuable, and well worth the effort it has cost. I rather fear that the reviewer's friend has hardly grasped the very great importance of widening and deepening by means of definitions and synonyms the pupils' powers of expression. Nothing gives more solidity to one's command over a foreign language than ability to express the same idea, if I may use the term, in two and three dimensions. It is probably advisable that such a vocabulary should not be used at the outset without the teacher's assistance. But once the pupils have got the 'hang' of it, their progress should be comparatively rapid, though obviously they cannot employ it with the same celerity as a vocabulary which gives straight away, one, or possibly two, English equivalents. But, broadly speaking, such a vocabulary, rightly used, should increase the pupils' heuristic powers (a very important point), as well as their comprehension and grip of the language, and their Sprachgefühl in general.

If boys cannot make out such a vocabulary 'alone, without the aid of a dictionary,' then I fear they have not had that preliminary training in its use from the teacher himself to which I have alluded above. Show them how to use it, help them to puzzle out the meanings, get them to puzzle them out together (not nearly enough is made of co-operative and collective action in many schools), and I venture to think that half the difficulties of the reviewer's friend will disappear. The average boy is always ready to explore, if you will but kindle his spirit of adventure, no matter how unpromising the material may seem, *teste* Tom Sawyer and the whitewashing. Show the pupil

there is not only a difficulty to vanquish, but also how it may be done, and he will much prefer such work to the dull mechanical delving after meanings in an ordinary vocabulary, where it is all grind and no skill—a real *corvée* in the true sense of the term.

CLOUDESLEY BRERETON.

I was pained to see in the June number of MODERN LANGUAGE TEACHING what appears to me a rather misleading review of three of my friend Professor Savory's books, by my friend Mr. H. L. H., especially as I knew the effect produced must be unintentional.

I hope, therefore, they will both forgive me if I try to point out, from personal experience of the books, where the criticisms seem to me to be just and where the reverse.

To begin with, would it not be better, and above all more useful for the guidance of teachers, to make it clear from the first that the reviewer's opinion of the books is, on the whole, favourable, though there are points on which he would suggest improvements in a new edition?

Professor Savory has established a reputation for a painstaking thoroughness in his books which deserves a special meed of praise. Further than that, he is, with Professor Rippmann and Mr. F. B. Kirkman, our best 'whole hogger' exponent of the Direct Method.

Mention might surely have been made of the very useful phonetic transcriptions in all three books—especially of the complete transcript of the text in *Das erste Jahr*, so useful for 'auto-dictation,' and of the pronunciation exercises at the end of each lesson—quite a novel feature, I believe.

Finally, I think no one who has used *Das Reformlesebuch* with well-prepared second-year pupils will deny that it is the best book we have for the assimilation of the language by systematic and graduated reproduction at this stage.

Now, as to the criticisms, we have, in connection with the *Reformlesebuch*, the

old objections against the German explanations in the vocabulary on the score of difficulty. Surely it is time this misunderstanding about unilingual vocabularies were cleared up. When a teacher says, 'as a vocabulary I find it of little use,' we know he does not understand the object of unilingual vocabularies at this stage. The long and the short of it is that some of us believe in *translation* in the interpretation of new material, and some believe in *direct comprehension* wherever possible. Under ordinary circumstances, the latter class of teachers would not think of giving these stories to their second-year pupils to prepare unseen, so that the criticism above mentioned falls to the ground, as was well shown in Professor Viëtor's letter in MODERN LANGUAGE TEACHING (July, 1909) on the subject, when Professor Savory's *Reformlesebuch* was first criticized on this score.

The reviewer, it should be noted, does not speak in this connection in his own name; he merely quotes a friend's criticism, and adds that another friend (myself, I imagine), reports that his pupils are able to use the vocabulary by themselves after preparation with him in class. His only personal statement is, 'This obviously takes time; it may be time well spent.' To which I emphatically retort, 'It is'; and anyone who has used with his pupils the German explanations given in all three books will acknowledge that they are remarkably well done. When, however, the reviewer says that the introduction of the new vocabulary in *Das erste Jahr* is 'too rapid for the normal pupil,' I should quite agree with him if the normal pupil for this book were the one who begins German in a fourth or fifth form. The question is, rather, whether the progress in vocabulary is too rapid for more adult students such as sixth-form boys, students at training colleges, Universities, technical schools, etc., for whom the book is certainly intended; and as to this I have not yet had the opportunity of judging.

However, the point is that *Das erste*

*Jahr* is a remarkable, one might even say a daring, book. It is absolutely different from any other First German Course I know, and calls for both praise and criticism—praise for its thoroughness and high ideal; criticism on points of detail and arrangement (*e.g.*, declensions of nouns and adjectives, where I agree with the reviewer), and perhaps for its excessive demand on the powers of even an adult beginners' class.

To sum up, would it not make our reviews more helpful to the hustled teacher if we observed the following precept: 'Au début le coup de griffe, si coup de griffe il y a—mais que le coup de patte amical soit réservé pour la fin'?

LOUIS VON GLEHN.

I have read very carefully the review of Professor Savory's German textbooks, and it strikes me as being most unfair. Indeed, the impression given is that the reviewer has set out with the intention, not of giving a just estimate of the books, but rather of finding as many faults as possible. Practically nothing is said of the admirable arrangement of the lessons, of the marvellous care with which the *questionnaires* and the grammatical exercises have been written, of the valuable help afforded by the phonetic transcription, and, lastly, of the excellence of the German. On this last point Professor Savory is surely worthy of high commendation. His residence in Germany has extended over only a few years, and yet his range of vocabulary and his command of idiom might well arouse the envy of a native German. To pass over important points like these, and to fasten on trivial matters of detail can scarcely be regarded as just criticism.

With regard to the vocabulary of the *Reformlesebuch*, it is said that the definitions are often more difficult than the words of the text. But the fact is overlooked that almost all the words occurring in the definitions have already occurred in the text, and hence the pupils may be expected to know them. It is in-

teresting to compare the experience of the teacher mentioned with that of Mr. von Glehn of Cambridge given in *MODERN LANGUAGE TEACHING* of July, 1909. He says: 'I am using the book with my second year German class, and find the vocabulary supplies to perfection the necessary transition from *Anscharungsmittel* to the German dictionary, for the explanation of new words and phrases. It goes without saying that, at this stage, the pupil should not be left entirely to himself in the preparation of new material. The teacher should be present at the first perusal of the new passage, to make sure that the correct meaning is attached to the new expressions. After this the German explanation in the vocabulary will come quite easy to the pupil, and, indeed, I admire every day the ingeniousness displayed in making these explanations so adequate and yet so simple.' Compare Professor Viëtor's statement in the same number of the magazine.

The reviewer then proceeds to criticize certain exercises as being too easy, but here he is at variance with himself. They are obviously meant to berevisionexercises, and at the end of the review the writer insinuates that there are not enough of these. In discussing *Das erste Jahr* the reviewer says that it may be found too difficult for beginners. This is probably the case if the book is used with very young beginners. It is, however, not intended for these, but for pupils of, say, fourteen or fifteen years of age, who have already made a good start in some other language. That the explanations at the end of each piece are longer than the piece itself, seems to me to be a merit rather than a fault. With regard to the plurals of nouns it is objected that on p. 22 (Lesson II.) no definite arrangement is attained. But the first two lessons deal primarily with the definite article. The arrangement of the declensions on pp. 32 and 44 will be admitted by every reasonable person to be quite satisfactory for all practical purposes.

The writer goes on to say: 'On p. 32

we have an abstract statement of what are strong nouns—a definition of the grammatical term only. Are such abstract statements helpful to the young pupil or the young teacher?' But on the page referred to I find that concrete examples are given of the strong declension, and that then the general rule is inductively deduced from these in accordance with the principles of the Direct Method; there is nothing abstract whatever about it. The same may be said of the criticism of the statements on p. 42. Further objection is raised to the explanation given on p. 149 of the genitive termination *-en*. He says: 'On this page we find our old school friend, "for the sake of euphony." Remembering the school career of this phrase, would it not be well to add the practical reason for all these variations of form?' The explanation referred to is: 'Des Wohlklanges wegen (da das Substantiv die Endung schon hat) erhält das Adjectiv kein s, sondern n (Schwache Form).' What 'practical reason' further than this can be desired in a First Year book? Judging from this remark and the one which follows about the auxiliaries of mood, one is forced to the conclusion that the reviewer wishes the book to be an historical grammar as well as a textbook for beginners. To say that the books contain many good things is merely damning with faint praise; they are thoroughly good from beginning to end. As for the plan of the text and exercises, anybody who has studied it must admit that it is worked out with extraordinary care; personally I should not like to be the one called upon to improve it. With regard to the grouping of grammatical forms, no teacher who is prepared to do his part of the work can reasonably desire a better arrangement than the one given. I am quite convinced that students who work carefully through these volumes under the guidance of a capable teacher will have a more valuable knowledge of German—from both the theoretical and the practical standpoint—than they could have gained from the use of any other textbooks.

T. REA.

The Reviewer says :

I regret that the impression conveyed to anyone is that I set out with the intention 'not of giving a just estimate of the books, but rather of finding as many faults as possible.' If this is the impression conveyed to Professor Savory I should regret it deeply. Of this I am sure, a careful review will not prevent anyone from examining the book for himself.

Perhaps the difference between Mr. Rea and myself will be reduced if these points are taken into consideration :

(1) The omission from MODERN LANGUAGE TEACHING of a review of four other books [This review appears in the present number.—Ed.] written to precede that of Professor Savory's three volumes. This omission renders one passage unintelligible and obscures the fact that I have selected a limited number of points for discussion.

(2) Writing in a different key. When I say that 'these books contain many good things,' I mean it. To Mr. Rea this is 'merely damning with faint praise.' When Mr. Rea says the reviewer 'insinuates' that there are not enough revision exercises, I must refer him to his own quotation of my words. To me they are a plain statement of opinion.

(3) Different school experience. 'For the sake of euphony' was the stock answer of the unthinking along with Isaiah and Second Aorist in my day. I still have the answer from classical boys. How are boys with one or even three years' school experience of a foreign tongue to understand what will be euphonious to a foreign ear? Boys repeat such phrases glibly, and acquire the habit of thinking they understand when they don't.

Mr. Rea states that the reviewer is 'at variance with himself.' My opinion that certain exercises are too easy is met by the rejoinder that these are revision exercises and that I 'insinuate' there are not enough of them. May not revision exercises be too easy?

The question of difficulty, I agree, is largely a question of age. I do not think Professor Savory states anywhere what

age he has in view, but I had in my mind the age stated by Mr. Rea (fourteen to fifteen years roughly) when I wrote that the teacher 'may possibly find it difficult to use as a beginners' book.' That is a guarded statement of opinion. It is supported by the experience of various teachers with beginners' books. There is a danger in asking too much as in asking too little.

The *Reformlesebuch* I have had under observation in use, for three years, as a second-year book (age roughly fifteen to sixteen years as with Mr. Rea). I do not think any doubt about the standard of difficulty arises here. If *Drei Wochen in Deutschland* is intended for pupils between sixteen and seventeen, some of my points acquire more importance.

The editor of MODERN LANGUAGE TEACHING asked the reviewer to include the *Reformlesebuch* in his review.

*Auxiliary Verbs of Mood.*—No historical explanation is needed. If the form in question is a past participle, anyone, even an unreformed methodist, can learn it as such. It is important that there should be nothing which the pupil has to unlearn.

*Euphony* (*Das erste Jahr*, p. 149).—I confess that Mr. Rea has here caught me tripping. The practical reason is given, though it is consigned to a subordinate place in a bracket. As the principle applies to the declension of adjectives generally, and can be grasped by a young pupil, would it not be well to make more of it? For 'add' I ought to have written 'emphasize.'

*Vocabulary.*—Mr. Brereton (like Mr. Rea) ignores the experience of friend No. 2. Does not this experience indicate sufficiently the conditions under which the vocabulary can be used with success? These conditions Mr. Brereton develops excellently, and I am in complete agreement with him as to the proper aim. Friend No. 1 will doubtless read his letter, but its contents will not be new to him, or to his practice. Mr. Brereton is mistaken when he supposes that all three books are provided with vocabularies.

Only the *Reformlesebuch* has one. In the other two explanations are given with the text. The difference is important. If the word has to be hunted up in a vocabulary by the form when the next lesson is taken over, much time is required; if the explanation is with the text, little time is required in the 'co-operative' attack on the meaning.

Mr. Rea points out that the explanations are based on the previous work of the pupil in the book. Now in English schools moves take place each term, not each year, and the form will not begin the book anew each term. The difficulty of using a vocabulary constructed on this plan (excellent in itself) is obvious.

To extend the number of words and phrases at the command of the pupil, and to deepen his understanding of their content—on the importance of this we are all agreed. It is assumed by the reviewer that translation will be avoided, but not pedantically.

*Declensions.*—Miss Althaus misunderstands my point of view. It is not the Old-Method point of view. This misunderstanding is probably due to the omission of the other review noted above. If there is any danger that any teacher, old, young, or middle-aged, may be led by my review to continue or adopt such a method as that ascribed to me by Miss Althaus, let me assure her of my support in averting such a catastrophe.

Miss Althaus describes excellently the method by which a grammar scheme should be built up. This is the 'full' scheme at which I should arrive inductively:

der Wunsch	die Hand	das Jahr
der Vater	die Mutter	das Fenster
der Mann	—	das Glas
der Knabe	die Blume	—
der Bauer	—	das Auge

Is there anything complicated here? Any suitable words can be used as type-words; it is not essential that every pupil should give the same. Subdivisions may be added by those who like them. 'Gender' is learnt with the declension. I consider it essential to keep the forms and

genders separate. I treated the forms on p. 19 as instances of noun declension, because I do not believe they should be treated apart. What meaning has the article apart from its noun? What is its function? So far as attention is drawn to the shape of the plurals, Professor Savory's statement is satisfactory. But no attention is called to the shape of the singular. In practice we want to know what will be the plural of a noun we meet in the singular, and what will be the singular of a noun we meet in the plural.

I wish that Professor Savory had gone further along New-Method lines and abandoned the terms 'weak' and 'strong,' 'masculine,' 'feminine,' and 'neuter' (all confusing terms)—at any rate in *Das erste Jahr*.

I have not dealt with all the points contained in these three letters, any more than I dealt with all the points in the three books. I am prepared to deal with everyone by argument based on examples, if need be. But this answer is already long.

Like Mr. Brereton, I have some experiences of the difficulty of such work as Professor Savory's, and like other editors I am vulnerable. Like my friends No. 1 and No. 2, I have some experience of the use of such work. Like Mr. Rea, I should not care to be called upon to improve these books. As noted above, I have been watching one of them in use for three years, and this leads me to hope that Professor Savory will produce that new edition to which I looked forward in my review.

#### THE OXFORD LOCALS.

HAVING to prepare pupils for the Oxford Higher Local in French, the question as to what a true examination should be, has come very forcibly before me.

My pupils have always written fairly long compositions for me in French, since their literature books and all intercourse on the subject have been in that language. Their written work has reached a fairly high standard without exacting any great effort from them. In fact, since the works

and appreciations of the works they study are in French, a certain amount of translation is required to write in English, not to speak of the great loss that is always incurred when attempting to transplant a work into a foreign atmosphere.

Noticing that many of the questions set at this examination partake somewhat of the nature of hybrids (e.g., "Il a donné un tour gracieux au vice, avec une austerité ridicule et odieuse à la vertu."—Fénelon. 'Explain and discuss this criticism of Molière.' [See papers 1911]). I wrote to the authorities asking if higher marks were accorded to a candidate who wrote creditably in French. The reply was as follows:

'Some questions may be answered in French or English at the discretion of the candidate. When the candidate has the option and elects to answer the questions in French, she will *not* obtain any higher marks for so doing.'

Naturally no candidate would feel inclined to attempt writing in French, since he or she might actually be at a disadvantage in so doing. So, then, beyond the essay of about 150 words, fluency in French is discredited. Then, too, the choice of prescribed books rather surprises one. My pupils are keen and eager to appreciate, yet I had to set before them as monuments of French literature, a farce which, though clever, is only a foreshadowing of Molière's true greatness, and a criticism of German literature. Fortunately we have dipped fairly deeply into seventeenth-century literature, for them not to carry away the idea that *Les Précieuses Ridicules* is the masterpiece of that period. But time has forbidden us to take an extensive view of nineteenth-century literature, so that my pupils have been unable to appreciate the importance of Madame de Staël as a Pre-Romantic.

She would have been more appreciated by an M.A. candidate, desiring to answer the following question, as set last June. 'Discuter cette pensée de Gaston Paris: "Notre littérature, la critique étrangère et la critique française se sont accordées à le proclamer, est avant tout une littérature

sociale et même une littérature de société.'" But they are yet too young for that.

Unhappily, too, their knowledge of German is completely lacking, so that these lengthy criticisms of works, entirely unknown to them, has, of necessity, somewhat palled. While, therefore, the exigencies of the examination bind them to this book, they are only chafing to delve into the treasures of the nineteenth-century literature, of which their somewhat slender knowledge has made them thirst for more.

To one who has spent two years in an École normale, or a Lycée, one is struck by the scrappiness of the questions, and the scrappiness of the knowledge desired. Looking over past papers, it appears that contexts and short notes on expressions form the chief bulk of the paper on set books. There is no wide question on the tout ensemble, or general impression of the whole; and one can scarcely wonder that the French somewhat smile at our form of questions. In this examination, and from the choice of prescribed books, it seems that neither facility in French nor a fairly wide view of French literature is required. What, then, is the real object of this examination?

M. GLADYS DEVONSHIRE

#### CORRECTION.

In my article in Vol. ix., No. 4, p. 126, I refer twice to a 'Chair for Germanic Philology' at the University of London. Professor Rob. Priebsch most kindly corrected my statement by informing me that his chair is not at all a purely philological one, and that, indeed, his special inclinations are rather literary than philological. Every 'Fachkollege' knows and appreciates fully the great merits Professor Priebsch has gained with regard to German literature, especially of the older periods. I gladly confess my mistake. However, this correction is an additional proof for the correctness of my criticism, and I have great pleasure to state that Professor Priebsch fully concurs with my opinion.

KARL HOLL.

## LIST OF FRENCH BOOKS IN ACTUAL USE.

## E.—HIGHBURY HILL HIGH SCHOOL.

Form.	Average Age, September, 1912.	
IIB.	10 yrs. 4 mos.	Dent's French Primer (Phonetic Text). Llewellyn. French Songs in Phonetic Script.
IIA.	11 yrs.	Récitations et Poésies. V. Partington. Dent's French Primer (Conventional Spelling). Song Book as IIB.
III. (Remove and Shell)	12 yrs.	Dent's First French Book (Phonetic and Conventional Spelling). Song Book. Elementary Reading Books: Le Roi de la Montagne d'Or. La Journée d'un Petit Lycéen. French Speech and Spelling. S. A. Richards.
III.	12 yrs. 10 mos.	Dent's First French Book. An Anthology of French Verse. Contes et Légendes. Guerber.
IV.	13 yrs. 10 mos.	An Elementary French Grammar written in French. Easy Free Composition in French. Bull. An Anthology of French Verse. Histoire d'une Tulipe. Dumas. (Adapted.) Marchand d'Allumettes. Gennevraye. (Edited.)
VB.	14 yrs. 7 mos.	French Grammar as IV. Dictionary. Steps to the Writing of French Free Composition. Hart and O'Grady. Daudet: La Mule du Pape, La Mort du Dauphin, etc. De Vigny: La Canne de Jonc. Molière: Le Bourgeois Gentilhomme. Anthology of French Verse.
VA.	15 yrs. 8 mos.	French Grammar in French. Free Composition and Essay Writing in French. Pratt and Philibert. English Passages for Prose Composition. V. Hugo, Le Bienvenu. P. Loti, Pêcheur d'Islande. About, Le Roi des Montagnes. Labiche et Martin, Le Voyage de M. Perrichon. Anthology of French Verse.
V. (Com- mercial)	15 yrs. 9 mos.	French Grammar in French. English Passages for Prose Composition. Poole and Becker, Commercial French. Carroué, Commercial French. Pêcheur d'Islande. P. Loti. Le Moulin Frappier. H. Gréville. Le Voyage de M. Perrichon. Labiche et Martin.

E.—Highbury Hill High School—*continued.*

Form.	Average Age, September, 1912.	
VIB.	16 yrs. 6 mos.	French Grammar. Class-work in French Composition. Weekly. Free Composition and Essay Writing in French. Pratt and Philibert. Textes Classiques de la Littérature Française, XVIII <sup>e</sup> et XIX <sup>e</sup> Siècles. Mérimée, Colomba. V. Hugo, Hernani. A. de Vigny, Servitude et Grandeur militaires.
VIA.	17 yrs.	Grammar, Composition, and Littérature as VIB, with addition of— Textes Classiques, etc. Moyen Age. Molière, Les Femmes Savantes. Racine, Andromaque. Corneille, Le Cid. V. Hugo, Hernani. Marivaux : Le Jeu de l'Amour et du Hasard. A. France : Le Crime de Sylvestre Bonnard. La Bruyère, Les Caractères. Larousse, Dictionnaire.

## NOTES.

Three short periods per week are given to Oral French in Form I. ; German is begun in Form IV. and Latin in Form VA.

Form Shell consists of new pupils who have done no French on entering the school.

## FROM HERE AND THERE.

WE wish to draw the attention of our readers to the Regulations of the University of Oxford for the Certificates of Proficiency in French and German, which are issued as an inset with this number. We have also received the Syllabus of the Course of English Studies for Foreigners at the same University. This Course has been specially established for foreign men students only. All communications should be addressed to Professor J. Wright, 119, Banbury Road, Oxford. During the Academic year 1913-14, Mr. Daniel Jones, Taylorian Lecturer in Phonetics, will give Lectures and hold Classes in English, French, and German Pronunciation.



The INSTITUT FRANÇAIS DE LONDRES began an interesting experiment with the session that started on October 6. It has started classes for teachers, to prepare them for the new 'Certificate in French'

inaugurated by the Universities of London, Cambridge, and Oxford. Eminent practical teachers have been engaged to lecture, and the work is done at hours when teachers are free. Opportunity is also offered to English teachers to prepare themselves for the French *baccalauréat*, as the *Institut* is a branch of the Université de Lille. Its address is Marble Arch House.



SALFORD MODERN LANGUAGE CIRCLE.  
—Students of a Technical Institute are prone to regard Modern Languages as a necessary evil which must be endured, and they do not, until they have left school and gone out in the world, realize the importance of them in their daily life. This view is generally the result of their not having grasped the fact that Modern Languages are living instruments in their daily work. At the Royal Technical

Institute, at Salford, an effort has been made to bring this fact home to the students by the formation of a Modern Language Circle. The Circle is open to present and past students and friends, of either sex, who are proposed by two members and elected by the committee. The Circle comprises two sections: one for French and one for German. Each section holds one meeting a month during the winter session. These meetings are held in the evening and last for two hours. On their arrival the members are served with tea and coffee, and are thus given an opportunity of conversing with one another. All conversation ought to be carried on in the foreign language. It is found that but few members break this rule as most of them come to learn, and are very down on those who fail to realize the purpose of the meetings. After the refreshments a short lecture is given by a native of France or Germany. No difficulty has been experienced in securing the help of competent lecturers, as French and German ladies and gentlemen have always been ready to come to our aid. A discussion sometimes follows, and then the second part of the programme is begun. This takes various forms in its efforts to make the members talk. Sometimes a debate is arranged, on other occasions the members are asked to prepare some extracts for public reading, and on certain occasions word games are played. The copy of the programme printed below gives some idea of the variety of subjects dealt with during the last session:

#### PROGRAMME.

The German meetings are held on the last Friday (except Dec. 13) in the month.

1912. Sept. 27—Wagner. *Musikalischer Abend*. Herr Dr. Perl.

Okt. 25—Einige Gedanken über das Verhältnis zwischen Deutschland und England. Herr Pfarrer Kramer.

Nov. 29—Eine Schwarzwaldwanderung. Herr M. Hief.

Dez. 13—Kriegsfahrten der Hamburger

gegen die Seeräuber zu Wasser und zu Lande. Herr W. Schwarz. *Debatte*.

1913. Jan. 31—Deutsches Studentenleben. Herr Vikar Noltenius.

Feb. 23—Heinrich Heine. Herr Dr. Bürger.

The French Meetings are held on the first Friday (except Jan. 10) in the month.

1912. Oct. 4—La Fontaine. Sa Vie. Ses Fables. Monsieur Brouté, *Directeur de l'école Demant*.

Nov. 1—La Bretagne pittoresque et légendaire (*avec projections lumineuses*). Mademoiselle Dupuy.

Déc. 6—Les Voyages. Monsieur Robert, *Professeur au Lycée, Salford*.

1913. Jan. 10—La Parisienne telle qu'elle est. Mademoiselle Gresley.

Fév. 7—Chrétien de Troyes. Discussion. Mademoiselle Williams.

Mars. 7—Soirée musicale et dramatique. La Cousine de Landerneau, Comédie par Madame Fraser, etc.

The subscription to the Circle is 2s. 6d. for one language, and 4s. for both. The subscription includes the refreshments. In conjunction with the Circle there is a Modern Language Library, for which an extra sixpence is levied, or, if the member wishes, he may pay a penny per volume per month. The library is open to all students whether they are members of the Circle or not. This year a trip to Holland and Germany was organized during the Whitsuntide Vacation. The idea was keenly taken up, and it is intended to make a visit to France or Germany an annual institution. The subjoined account [Unavoidably postponed till next month. —Ed.] written by two members of this year's party, gives a very fair idea of the tour. We were away for ten days, and the total cost was £7; most members spent about £1 extra on postcards and personal amusements.



Students of English will find in the September number of *Blackwood* an interesting account of the discovery in North Carolina of the descendants of an expedi-

tion which was sent out in 1587 by Sir Walter Raleigh to colonize the New World and of which no trace could afterwards be found. Their descendants still use the old cross-bow, and retain the habits and speech of over three hundred years ago.



According to the *Times* report of 'Domum' at Winchester College, the headmaster said in presenting his prizes that it was the second time that prizes for French and German had been awarded within that hall, and although they did not come to the recipients with the King's sanction, yet they did come with a real meed of appreciation. These two languages had now come to their rightful place in education, and although they stood in a different category they occupied a position in no way inferior to the ancient languages that had lately rung through that hall. As to the study of German, he expected to have to address the Church Congress in a few weeks upon the *entente* between England and Germany, and he hoped he should be able to say that the German language had a large and growing share in their interests at Winchester. They had not yet arrived at that stage when they could dare to deliver speeches in that hall in the German tongue, but he hoped that by 1914 it might be possible.



#### A SCHOOL EXHIBITION IN LYONS IN 1914.

The city of Lyons has decided to organize an international urban exhibition which will take place from May 1 to November 1, 1914. Ample space will be provided for schools and their accommodation: buildings, furniture, school things, school art and hygiene.

Such persons as may not have received the official programme or would like to get fuller information are kindly requested to apply to Professor Schabot, 'président de la XXVIII<sup>me</sup> section de l'Exposition, Hôtel de Ville, Lyons.'



The three lectures delivered by M. ÉMILE HOVELAQUE, Inspecteur Générale de l'Instruction publique, at King's College, attracted large audiences. His analysis of the fundamental difference of French and English thought, and consequently of language, his characterization of periods, movements, and individual writers, and his examination in detail of Wordsworth's poem, *The Solitary Reaper*, were illuminating examples of the French methods of teaching literature.



LA SOCIÉTÉ ACADÉMIQUE.—The Garden Party of this society was held, thanks to the kindness of Mr. Christmas, at 'Newfields,' Dartmouth Road, Forest Hill, on Thursday, July 3.

The entertainment was provided by the girls of the Central Foundation School, who acted a little comic opera entitled *Frère et Sœur*. About 300 were present.



We have received a copy of the preliminary report of the Committee on the High School Course in English which was presented to the National Education Association of the United States in conjunction with the National Council of Teachers of English, whose organ, *The English Journal*, we noticed in our July number. The Committee has been at work for over two years. This report includes a statement of *aims* and of *problems* to be worked out. We only have space to mention the fundamental *aims* of secondary English: '(1) To give the students command of the art of expression in speech and in writing; (2) To teach them to read thoughtfully and with appreciation, to form in them a taste for good reading, and to teach them how to find books that are worth while.' The Committee will make its next report to the meeting of the National Council of Teachers in English at Chicago on November 27, 1913.



The *Journal of the Royal Asiatic Society* (July, 1912) has an interesting paper by Mr. R. Grant Brown on *The Use of the*

*Roman Character for Oriental Languages*, advocating that the science of phonetics should be made a basis for the study of modern Indian languages. He recommends the I.P.A. script, which Sir Harry Johnston condemns in his *Phonetic Spelling*, although borrowing some of its features.



The Cambridge University Press will shortly publish a work entitled *The Literary Relations of England and Germany in the Seventeenth Century*, by Gilbert Waterhouse, B.A., formerly Scholar of St. John's College, Cambridge, Tiarks University German Scholar, English Lecturer in the University of Leipzig.



**MODERN LANGUAGE COURSES FOR TEACHERS.**—In connection with the classes for teachers for the session 1913-14, which the London County Council has organized, six special courses in Modern Languages have been arranged. Two of these will be given by professors lately appointed to chairs in the University of London; while two others will be given by Professor Herman Levy of the University of Heidelberg and Dr. François Simiand of the University of Paris. In addition, a course on the German novel will be given by Professor Robertson of the University of London.

These courses will be given in French or German.

A sixth course will be given on the Teaching of French by Mr. Hardress O'Grady of the Goldsmiths' College.

Full particulars of all the courses can be obtained from the Education Officer, London County Council, Education Offices, Victoria Embankment, W.C.



The Examiners in the Final Honour School of English Language and Literature at Oxford have issued the following class list:

Class I.—R. F. W. Fletcher, Lincoln; W. D. Thomas, Jesus; and W. S. Vines, New College.

Class II.—E. A. Ashwin, Trinity; J. Campbell, Brasenose; C. J. Druce, Non-

Collegiate; R. E. G. George, St. John's; F. E. Roberts, St. Edmund Hall; C. F. Waudby, Queen's; and P. Whyatt, Jesus.

Class III.—T. J. Cronshaw, Queen's; McP. H. Donaldson, Pembroke; A. Drew, Pembroke; J. B. Harrison, Lincoln; J. I. Osborne, Christ Church; W. H. T. Ravenhill, Non-Collegiate; and H. C. Warburton, University.

Class IV.—R. Tristram, Magdalen.

#### WOMEN.

Class I.—Ruth M. Hutton, Somerville College.

Class II.—Alena M. Bisdée, St. Hilda's Hall; Phyllis M. Bishop, Lady Margaret Hall; Violet C. Goodeve, Society of Oxford Home-Students; Winifred M. Hume, Somerville College; Gertrude M. Madge, Lady Margaret Hall; Rosa M. Marshall, Society of Oxford Home-Students; Hilda M. Napier, Somerville College; and Kathleen M. Penzer, Somerville College.

Class III.—Althea M. Hay, Lady Margaret Hall; Elsie P. Jameson, Lady Margaret Hall; Olive M. Payne, Lady Margaret Hall; Ruth L. Phillips, St. Hugh's College; and Joan M. Pym, St. Hugh's College.

Class IV.—Emily K. Burton, Lady Margaret Hall; Hilda D. Evetts, Society of Oxford Home-Students; and Margaret D. Ward, Lady Margaret Hall.

Satisfied the Examiners in Group B. 6: Rachel M. Creed, Lady Margaret Hall; and Emmeline M. Newbolt, Lady Margaret Hall.

The Examiners in the *Final Honour School of Modern Languages* have issued the following Class List:

Class I.—Luigi Franchetti, New College (Italian, distinction in the colloquial use of the language).

Class II.—Frederick D. Barker, Exeter (French, distinction in the colloquial use of the language); Walter S. Bryan, Merton (German); Clayton E. Crossland, Wadham (German); Frederick A. Otto, Keble (French); George T. Pearson, Worcester (French); Hatim B. Tyahji, Balliol (German); Charles F. Zeek, Queen's (French).

Class III.—Thomas D. Daly, University (German, distinction in the colloquial use of the language); Cedric H. Glover, Balliol (German); Wilton N. McCann, Trinity (French).

#### WOMEN.

Class I.—Kate E. Chester, Somerville College (French); Dora Ibberson, St. Hugh's College (French); Margaret R. Shaw, St. Hugh's College (French, distinction in the colloquial use of the language); and Elizabeth A. Waller, Somerville College (French, distinction in the colloquial use of the language).

Class II.—Margaret K. Bisgood, Oxford Home Student (French); Mary E. Jenkin, Oxford Home Student (German, distinction in the colloquial use of the language); Doris G. Lewis, St. Hugh's College (French); Helene A. Pallez, Oxford Home Student (French, distinction in the colloquial use of the language); Lucy P. Scott, Somerville College (German); Eliza M. Thomas, St. Hugh's College (German); Irene B. White, Somerville College (German, distinction in the colloquial use of the language); and Muriel Whitfield, St. Hugh's College (French).

Class III.—Lucy M. Bright, St. Hilda's Hall (French); Margaret E. Macdermot, St. Hugh's College (French); Doris M. Richmond, St. Hugh's College (German); and Grace M. West, St. Hilda's Hall (German).

Class IV.—Mary C. Barclay, Oxford Home Student (German).



The Report on the Holiday Courses visited by the Delegates of the Association is now at the disposal of members. Any member wishing to see it should communicate with the Hon. Secretary, 7, South Hill Mansions, Hampstead, N.W.



The Council of the University of Manchester has resolved to reinstitute the Chair of English Language in place of the lectureship in that subject. Mr. W. J. Sedgfield, M.A., D.Litt., the present

holder of the lectureship, has been appointed professor.



The following elections have been made at University College, London:

Faculty of Arts—Andrews' First Year Scholarships: Modern Languages and History (£30): Beatrice J. Schlumberger. Quain English Essay Prize: W. Strang. John Oliver Hobbes Scholarship: Hilda W. Husbands. Rosa Morison Scholarship in English: Marjorie N. How. Morley Medal and Prize for English Literature: B. Groom. Early English Text Society's Prize: B. Groom. L. M. Rothschild Prize for French: Elizabeth C. Halket and Marion R. Nation (equal). Eleanor Grove Scholarship in German: Miriam Landau. Heumann Silver Medal for German: F. W. Kuhlicke. Andrews' Entrance: Modern Languages and History (£30): H. C. King, of the Oberrealschule, Düsseldorf. Additional scholarship (£15)—Modern Languages: C. Baugh, of the Tottenham County School. West Entrance—English and English History (£30): Marjorie Woodward, of the Clapham High School.



At St. JOHN'S COLLEGE, OXFORD, scholarships in Modern Languages have been awarded to F. D. K. Leclercq, Haileybury (French), C. L. Darragh, Mill Hill School (German).



At Cambridge, THE TIARKS GERMAN SCHOLARSHIP has been awarded to Mr. Norman Brooke, B.A., scholar of St. John's College. He was recently placed in the First Class of the Oriental Languages Tripos and awarded the Bendall Sanskrit Exhibition.



Miss Mary Williams, M.A. (Wales), Docteur de d'Université de Paris, late Fellow of the University of Wales, and Assistant-Lecturer in French at the University of Manchester, has been appointed Lecturer in French at King's College for Women.

Mr. John Orr, M.A., B.Litt. (Oxford), L.-ès-L. (Paris), late Rhodes Scholar of Balliol College, has been appointed Assistant-Lecturer in French in the University of Manchester.



Mr. F. Boillot, L.-ès-L. (Paris), Lauréat de l'Institut, late Lecturer in French in the University of Sheffield, has been appointed Lecturer in French and Head of the Department of French in the University of Bristol.



EXTRACTS FROM THE REPORT OF  
THE GERMAN LANGUAGE ASSOCIATION,  
LONDON.

Judging from the value of the written work which was sent in and the many letters addressed to us by teachers, it is evident that the set papers fitted well into the curriculum of the schools. This is precisely what we are aiming at—namely, that these examinations shall be a reasonable test for a normal progression of studies in German.

As the outcome of the growing popularity of our examinations, we are again enabled to register a substantial increase in the number of schools and of candidates—44 schools and 185 candidates—who submitted themselves for examination.

We can only repeat and confirm what we have stated before—there is no doubt that the teaching of German is gaining ground. Although the number of schools taking German as a compulsory, and not as an alternative subject, is not increasing as rapidly as one would like to see, yet the quality of the teaching as evidenced in the oral and written work deserves the greatest praise. The oral examinations were held in all schools.

We have arrived a step nearer towards Travelling Scholarships, and we hope in the near future to be in a position to offer some. This would enable students to spend some time of their holidays in the country whose language they are studying with such praiseworthy zeal.

The next written examination will be held in June, 1914.

## BIBLIOGRAPHY.

N.B.—*All books received will be noted in this column. Such notice does not preclude a careful review should the Editor consider any book of sufficient importance or interest.*

### ENGLISH.

SHAKESPEARE: The Tempest. Revised Text of the Folio of 1623. Edited by Frank Jones. 68+42 pp. Price 1s. Mills and Boon.

The Granta Shakespeare. Edited by J. H. Lobban. Price 1s. each. Cambridge University Press.

A Midsummer Night's Dream. xxi + 106+12 pp.

The Merchant of Venice. xxi+128 +21 pp.

Ralph Roister Doister. Edited by C. G. Child. 52+103+20 pp. Price 1s. 6d. (The Riverside Literature Series.) Harrap and Co.

Poetaster (BEN JONSON) and Satiromastix (DEKKER). Edited by T. H. Penniman.

lxviii+310+145 pp. Price 3s. net. (The Belles-Lettres Series.) Heath and Co.

The Poetry and Life Series. Harrap and Co.

JOHNSON, R. B.: Tennyson and his Poetry. 157 pp. Price 10d.

DICK, W.: Byron and his Poetry. 189 pp. Price 1s.

SMEATON, OLIPHANT: Longfellow and his Poetry. 144 pp. Price 10d.

CRUSE, AMY: English Literature in Prose and Verse, from Beowulf to Chaucer. 111 pp. Price 1s. Harrap and Co.

ELIAS, E. L.: English Literature in Prose and Verse, from Chaucer to Bunyan. 223 pp. Price 1s. 3d. Harrap and Co.

PICKLES, F. : Composition through Reading. The Direct Method of Teaching English. xvi + 266 pp. Price 1s. 4d. Dent.

[The print is good. The passages, both verse and prose, are well chosen. The composition exercises, oral and written, are excellent. There is a good selection of memory verses.]

ADDIS, W. J. : Exegesis of English Composition. 452 pp. Price 3s. 6d. net.

COURTOIT, E., and GALE, G. C. : The Commercial Student's Course of English. 250 pp. avec carte. Prix, fr. 3.50. 41, Rue des Peintres, Anvers.

## FRENCH.

### *Courses.*

ANCEAU, M., et MAGEE, E. : Récits et Compositions d'après l'Image. Illustré de 14 planches en couleurs. 33 pp. Price 6d. Black.

### *Texts.*

FRAZER, Madame J. G. : Victor et Victorine. Dessins de H. M. Brock. 62 pp. Price 1s. Macmillan.

HARDY, G. : La Revolution française. Vol. i. L'Assemblée constituante et l'Assemblée législative. Morceaux choisis et annotés. Texte avec 1 carte et 16 Illustrations. 96 pp. Price M. 0.80 ; cloth, M. 1.10 Notes (separately), 65 pp., M. 0.60. Teubner.

JAGO, R. P. : La France qui travaille. Extracts du Voyage en France par Ardouin-Dumazet. With Introduction and Vocabulary. 6 + 180 + 45 pp. Price 2s. 6d. Harrap.

LATHAM, Mrs. A. G. : Dramatic Scenes in Easy French with an Introduction by Professor LATHAM. Illustrations by BROCK. xv + 86 pp. Price 1s. Macmillan.

DAUDET, A. : Lettres de Mon Moulin (Massard's Junior French Series). 51 + 131 pp. Price 1s. 6d. Rivington.

MINNSEN, B. : Single Term French Readers. In six elementary books of

graduated difficulty. Term I., 61 pp., Price 9d. ; Term II., 105 pp., Price 1s.

[Term I. contains easy sentences (and a few anecdotes), of which the first is *Le père aime la fille*, followed by a French - English vocabulary. Term II. is similar, but has notes in French.

DE SŒUR, Madame : Innocent au Collège (Les Deux Nigauds). Ed. R. W. Hallows (Oxford Junior Series). 50 + 45 pp. Price 1s. Clarendon Press.

Short French Readers, edited by W. Osborne Brigstocke. Dent.

VICTOR HUGO : La Cour des Miracles (H. M. O'Grady). 45 pp.

LOUIS BASCAN : Légendes normandes (A. H. Legh). 48 pp.

MICHELET : Louis XI., etc. (S. A. Richards). 55 pp.

NODIER : Le Château de Ghismondo (P. L. Rawes). 48 pp.

ERCKMANN-CHATRIAN : Histoire d'un Conscrit (P. L. Rawes). 47 pp.

Black's Simplified French Readers. 32 pp. Price 4d.

LABOULAYE, E. : Poucinet. Es-tu content ?

GRIMM et ANDERSEN : Contes d'Animaux.

GRIMM : Histoires merveilleuses.

GRIMM, ANDERSEN et LABOULAYE : Aventures étonnantes.

ANDERSEN : Le Compagnon de Voyage. Le Briquet.

D'AUBRAY, DE BEAUMONT et GRIMM : Princes et Princesses.

DAUDET, A. : La Belle-Nivernaise, edited by R. R. N. Baron, avec Notes, Vocabulaire et Exercices. 63 + 55 pp. Price 1s. 6d. Mills and Boon.

BALZAC : Le Réquisitionnaire. El Verdugo. Edited C. W. Bell. (Blackie's Little French Classics.) 39 + 9 pp. Price 4d.

Siepmann's French Series (Elementary). Edited and adapted by E. Pellissier. Price 2s. Macmillan.

VERNE, JULES : De la Terre à la Lune. x + 82 + 125 pp.

VERNE, JULES : Cinq Semaines en Ballon. vii + 92 + 117 pp.

VERNE, JULES: *Voyage au Centre de la Terre.* x+86+110 pp.

Word and Phrase-book and Key to Appendices for the above.

DE PRESSENSÉ, Mme.: Brunette et Blondinette. Ed. D. C. Bedford. Questionnaire, Notes. 48 pp. Price 4d. (Blackie's Little French Classics.)

DELAVIGNE: Louis XI. Ed. by M. D. M. Goldschild, with Notes and Exercises. 116+28 pp. Price 10d. (Blackie's Little French Classics.)

ARÈNE, P.: *Contes de Paris et de Province.* Annotés par J. S. Norman et C. L. Robert-Dumas. Annotations, Sujets de Devoirs et Vocabulaire français-anglais. 59+58 pp. Price 10d. (Blackie's Copyright French Texts.)

COPPÉE, F.: *Six Contes.* 68+58 pp. (As above.)

*Miscellaneous.*

WEBER, W. E.: *Cahier Français de Notes diverses.* Second edition. 118 pp. Price 1s. 6d. Cambridge Univ. Press.

[We are glad to see that this useful book has already reached a second edition, in which references are amplified.]

WRIGHT, R. W.: *Irregular French Verbs,* arranged according to their importance in everyday use. 70 pp. Price 1s. 4d. Longmans.

GERMAN.

*Composition.*

WILSON, F. W.: *A First German Prose Composition.* 75 pp. Price 1s. 6d. E. Arnold.

*Courses.*

WERNER-SPANHOOF, A.: *Elementarbuch der Deutschen Sprache.* xv+287 pp. Price 2s. 6d. Harrap.

*Texts.*

WEISGERBER, LOUISE J.: *Fünfzig Kleine Deutsche Briefe mit Aufgaben darüber und Wörterverzeichnis.* 64 pp. Price 9d. Harrap.

VILMAR, A. F. C.: *Analysis of the Nibelungenlied as contained in the Geschichte des Deutschen National-Litteratur,* edited, with Notes, Vocabulary, Exercises, etc., by G. E. Hugelshofer. 80+96 pp. Price 1s. 6d. Harrap.

VON HACKLÄNDER, F. W.: *Der Zuave,* adapted from *Ein Schloss in den Ardennen.* Edited by G. T. Ungood, mit Fragen und Aufgaben. viii+62 pp. Price 2s. Cambridge University Press.

BINE HOLLY, M.: *German Epics Retold.* With Notes, German Questions and Vocabulary. 170+127 pp. Price 2s. 6d. Harrap.

RIEHL: *Die Vierzehn Nothelfer.* Edited by A. Oswald, with Notes, Retranslation Exercises and Vocabulary. 35+25 pp. Price 6d. Blackie.

*Miscellaneous.*

PROSIEGEL, T.: *Die Grundsätze der Methodik des englischen Unterrichts.* 23 pp. Price M. 1.00. R. Oldenbourg, München.

WEBER, W. E.: *Deutsches Heft. A German Note-book.* 128 pp. Price 1s. 6d. Cambridge University Press.

## REVIEWS.

*The Complete Works of George Savile, First Marquess of Halifax.* Edited, with an Introduction, by WALTER RALEIGH. Oxford University Press. Price 7s. 6d. net.

'English literature is very rich; only a very rich literature could have afforded to neglect so distinguished a writer as Halifax.' Sir Walter Raleigh's complete edition of his works, with its delightful introduction, will do much to repair the long neglect. As one glances through the

various works, one realizes that even a rich literature can ill afford to ignore what Halifax (1633-1695) has written. He says somewhere of Montaigne's essays, that 'it is the book in the world I am best entertained with.' His own writings have something of the same charm and wit and wisdom. Tolerant, sensible, sprightly, Halifax is equally readable whether he is giving advice to his daughter, describing a 'Trimmer,' or elaborating the character

of Charles II. In his writing 'polite literature' comes to its own, and he is a master of the new genteel prose. But the substance is as valuable as the manner, and everywhere the reader is brought in contact with the accumulated experience of the statesman and man of the world. Students of history, politics, literature, and life, will alike find pleasure in this volume. Professor Raleigh has done good service by its publication.

1. *A Junior German Grammar*. By H. C. A. SECKLER. Pp. 211. Price 2s. 6d. Methuen. Pp. 97, grammar; pp. 53, exercises, consisting of disconnected German and English sentences, some direct method exercises, connected pieces, riddles, and poems; pp. 37, test papers and solutions; pp. 3, conversation; pp. 19, German-English vocabulary.
2. *Elementary German Grammar*. By E. C. WESSELHOEFFT. Pp. 202. Price 2s. 6d. Heath and Co. Pp. 16, German pronunciation; pp. 208, grammar and exercises, consisting of disconnected German and English sentences, some direct method exercises, connected pieces, and poems; pp. 30, grammar and German writing; pp. 31, German-English and English-German vocabularies.
3. *Primary German Course*. By OTTO SIEPMANN. Pp. 302. Price 3s. 6d. Macmillan. Pp. 35, German pronunciation; pp. 4, German writing; pp. 128, grammar and connected pieces in German, with questions and pictures; pp. 16, poems; pp. 3, riddles; pp. 11, Volkslieder with music; pp. 39, direct method, exercises, disconnected sentences and connected pieces; pp. 74, vocabularies of various kinds; pp. 22, grammar.
4. *Hossfeld's German Grammar*. By C. BRENNMANN. Revised by L. A. HAPPE. Pp. 453. Price 3s. Hirschfeld. Pp. 22, spelling, pronunciation, and handwriting; pp. 273, grammar, exercises consisting of disconnected words and sentences in English, disconnected sentences and connected pieces with interlinear translations in German, and conversation, English and German in parallel columns; pp. 36, grammar; pp. 7, vocabularies arranged under subjects; pp. 21, poems; pp. 16, correspondence; pp. 37, vocabularies; pp. 36, verbs.

Three of these books are called 'grammars'; all four contain various exercises as well as formal grammar.

In testing books of this kind, the reviewer turns first of all to the treatment

of the noun declensions. It is not impossible to make a logical, simple scheme based on form and gender. In such a scheme each noun will find its place under a suitable type-word of its own gender; there need be no 'irregular' nouns, no 'exceptions,' and few lists.

The author of No. 1 calls special attention to his arrangement of the noun declensions. Each gender is taken separately; it is not pointed out that the parallel form is always found in one of the other genders, and sometimes in both. In consequence we have the confusion which results from many exceptions. On p. 14, under neuter nouns, we do not have the well-defined group of which *das Jahr* is a type; it appears as an exception on p. 17. On p. 15, with neuters are mentioned *der Irrtum* and *der Reichtum*; but the corresponding group of masculines, of which *der Mann* is a type, is called an exception on p. 16. The well-defined group of which *der Vetter* is a type is treated as an exception.

In No. 2 the strong and weak declensions are adequately treated, but the mixed declension and the group of which *der Friede(n)* is a type are classed as 'irregularities.'

In No. 3 there is an adequate scheme (it would be more useful in a concrete form), but it is not necessary to have the 'irregular' nouns on pp. 58 and 82. *Der Lehrer* is called the 'first' declension; in Hossfeld all feminine nouns form the 'first' declension. There is no need for these confusing numbers.

In No. 4 there are four declensions, so arranged that there must be many exceptions.

After examining the treatment of nouns, the reviewer will turn to the declension of adjectives, modal verbs, and inversion.

The author of No. 1, in his efforts to explain the variation of endings after *der* and *ein*, finds literary English inadequate: 'With the definite article the adjective must, so to say, take a back-seat, and be satisfied with the weak endings.' He repeats the phrase on the same page, but gives no explanation of this implied inferiority of the weak endings. The practical value of the strong endings is indicated,

but not emphasized, in Nos. 2 and 4. In Nos. 2, 3, and 4, we have a clear statement of the formal rule. Difficulties connected, e.g., with *alle* and indefinite numerals are not noticed in Nos. 1 or 2 (the omission in an elementary book like No. 2 is reasonable); there is a simple and sufficient statement in No. 3; from No. 4 it would be difficult to extract any practical rule.

In the modal verbs, only No. 3 explains the strange form of the present indicative singular, and calls the strong form of the past participle a participle, and not an infinitive.

In treating inversion, No. 1 does not cover all the cases, Nos. 2 and 4 are fair, No. 3 is simple and excellent.

As the author of No. 1 has called attention to the noun declensions, let us consider this part of his book further. On p. 8 there is nothing to show that *der Deutsche* and *der Reisende* are adjectives in form, and consequently in declension. On p. 10 is it wise in the *Friede(n)* group to give *Gedanke* and *Name* the second forms? On p. 12, why is not *General* given? There is no direction as to modification. On p. 16, the *-or* of *Doktor* is stated to be accented. On p. 17, neuter nouns in *-r* (*das Jahr*) are grouped together, but *das Bier* appears below in the ruck. An equally good group could be made out of nouns in *-t*, from the list. On p. 18, with *das Gemach* is placed *das Regiment*, but the five of the same form are not given.

In No. 2 the importance of oral as well as written work is emphasized, and German questions follow the connected pieces. 'Wherever the grammar to be illustrated permitted it, connected discourse has been introduced'; No. 3 shows that it may be 'permitted' everywhere. The first 'connected discourse' is on p. 47. This is what we find in the exercises: P. 8, 'Otto does not learn (learns not)', 'What are Charles and Emma doing? (What make Charles and Emma?)'; while on p. 18 we have 'das Buch des Vaters: father's book, or the book of the father'; and on p. 187, 'Ich habe ihn kommen lassen: I have had him come.' The treatment of inversion is

difficult; the author may find an admirably simple statement of the point on p. 49 in No. 8.

No. 3 is on the lines of the author's well-tested *Public School German Primer*. The slower pace and the pictures of the present book should make it more suitable for younger pupils. Most critics will consider that there is an excessive amount of 'machinery'; but the arrangement of the book does not force its use on teachers, even when we have fourteen rules for pronunciation on p. 14, or when the author proposes that the first month should be devoted to the chapter on German sounds and handwriting.

The use of a phonetic script would simplify the application of many judicious remarks and exercises. The author notices the difficulty of speaking a foreign language, in a sentence of the preface which (with another) pleasantly illustrates the difficulty of writing it. The author rightly lays stress on the necessity of a limited vocabulary in a beginner's book; he reckons that there are about 1,000 words in the thirty exercises, excluding, that is, the matter on pp. 124-163. The material of these exercises consists of descriptions of animals and of the classroom, of fables and stories. A little German history, and descriptions of town and country life in Germany, might well have been included. The Crystal Palace might well give place to Cologne or Heidelberg, and even the Gornegrat to the Zugspitze or the Feldberg.

In a comparison of the vocabularies, this book stands by itself in quality.

No. 4 is no new book. The 'revision' means the addition of some eighty pages, including a chapter on 'construction,' poems, and vocabularies. There is a great deal of valuable matter, and students working alone will learn much practical oral and written German from the conversation, reading exercises, and hints on the correct use of words and idioms: the reviewer speaks from experience. The full treatment of the grammar makes it unsuitable for young pupils.

H. L. H.

*Beginners' German.* By WALTER and KRAUSE. Charles Scribner and Sons. Pp. 231.

The contents are: Pp. vii-xiii, short preface with excellent advice, and table of contents, indicating portion of grammar taught in each lesson; pp. 1-6, alphabet, Viëtor's 'Lauttafel,' and detailed classification of German sounds; pp. 7-130 (46 lessons), text, questions and grammar; pp. 131-137, supplementary reading; pp. 138-142 English passages for reproduction (beginning with lesson 27); pp. 143-173, grammatical tables summarizing the grammar taught in the lessons; pp. 174-190, songs; pp. 191-231, German-English vocabulary. There is also a map of Germany (unreformed).

The first twenty-one lessons (pp. 1-56) are systematic 'conversations' (by means of commands, statements, questions and answers) on such subject-matter as the days of the week, the clock, parts of the body, parts of the class-room. With Lesson 22 begin connected pieces dealing with such subjects as the school-buildings, eating and drinking, the German Empire. With Lesson 35 (p. 93) begins the second year's work, with material consisting of stories, fables, accounts of schools in Germany, and of the Germans in America (one lesson). In English schools, with four or four and a half hours a week devoted to the subject, I think the book might be covered in a year.

Direktor Walter and Dr. Krause have produced a delightful book, calculated to carry along teacher and pupils at a swinging pace, without breaking too much new ground at any one time—the right ideal to aim at in a school beginners' course. Direktor Walter's magic touch permeates the book. The hints on method given in the preface are so good and complete that I may be forgiven for suggesting the addition of the following, so often forgotten by teacher and pupil: 'All private work should be *oral*—i.e., spoken aloud, or at least articulated!'

'The first lessons, at least,' says the preface, 'are intended quite as much for the teacher as for the pupil,' and, indeed,

one could not desire a better initiation into the 'direct' method of presenting new material—e.g., the presentation of *die Lorelei*, where one seems actually to hear Direktor Walter's voice. Of course, as the book advances, more and more is left to the teacher's resource and invention, until with Lesson 22 he is left to his own devices as regards this part of the work. There are two excellent lessons devoted to arithmetic. The treatment of the grammar is excellent. Here, again, the presentation is clear and to the point. The grammatical, like the linguistic, 'pensum,' is never excessive. Nothing essential has been omitted. The importance of word-formation has not been lost sight of, and here, again, the teacher has been given useful guidance. The exercises of every kind, I need hardly say, are excellent, and should inspire the teacher to devise additional ones on similar lines. I have only found one misprint, 'hatten' for 'haben,' on p. 43, in 'Gestern hatten wir Mittwoch gehabt,' and it is surely unintentionally that the order of cases in declension is now Nom., Acc., Gen., Dat., now Nom., Gen., Dat., Acc. The 'botanizing' recommended in the preface—viz., induction of grammatical laws—is often rendered too easy for the pupil by questions suggesting the answer—would it not be better merely to suggest the line of inquiry, as is done in many places?

In the margin—an excellent idea—are printed in thick type all sorts of useful expressions in constant use, such as commands, grammatical terms, interjections, and other examples of what Gouin calls the subjective language.

The summarizing grammatical tables at the end are just what is wanted in a beginner's course: though personally I should avoid using the terms 'first, second, and third' for any types of declension, even when the characteristic ending forms part of the title, as here.

But—there is a big 'but.' The book is written for American conditions, where foreign languages are begun late, and where the requirements of University entrance examinations seriously hamper

the direct' method teacher. And those who know Direktor Walter will feel how much it must have cost him to throw the sop to Cerberus in the form of a German-English vocabulary, grammatical exercises in English, and actually English passages for reproduction after Lesson 27 (and, unfortunately, based on the *succeeding* lessons. Were they based on Lessons 1-27 there would be less harm done).

Now, this may be wise, having regard to American conditions: it *may* be even *necessary*. But that it is bad theory and bad practice Direktor Walter himself will be the first to admit. And I cannot help regretting that he did not take advantage of his world-wide reputation to go the whole hog and give them the Direct Method in its only true and rational form. And I regret it all the more that Dr. Walter has shown throughout the book how the mother-tongue can be dispensed with! He has explained new words and expressions in German to perfection—why, then, a bilingual vocabulary, if the rule laid down in the preface is to be observed: 'Do not assign a lesson unless it has been prepared in class'; and why, above all, in the German text, give occasional English translations, even of words like *Tinte* and *Tür*? He has given two perfect lessons on arithmetic, introducing the German technical terms. Why not introduce and use consistently the German grammatical terms, instead of hovering between the two languages? All the terms occur somewhere or other in German, but they reappear in English even after that. This seems to refute the first plea that suggests itself in defence of this extraordinary combination of the two languages in the grammar exercises and tables—viz., that a gradual introduction of the German terms was aimed at.

Let me not be misunderstood. We all know that we cannot from the outset avoid the mother-tongue completely in explanations, investigations, and exercises, whether grammatical or linguistic.

Direktor Walter has himself shown how little the mother-tongue need be used, in his charming *Max Walter's German*

*Lessons* (Scribner, New York), a record of German lessons given by him in America, and a most useful companion volume to this one, for the teacher. On the use of the foreign tongue in the teaching and practice of grammar there is nothing to add to Direktor Palmgren's simple and sensible pronouncement ['*Erziehungsfragen*,' *Gesammelte Aufsätze* (Bonde, Altenburg), p. 199], and in this branch of the work, as being of a more abstract nature, we must in the beginning have constant recourse to the mother-tongue to make sure that we are understood. In this respect much of the above-mentioned alternation of the two languages corresponds to what would actually occur in class, but surely one would always aim at the gradual ousting of the mother-tongue, and therefore would it not be better in the printed page to give the German, with the English version in a footnote wherever necessary? At any rate, after '*Konjugieren sie*,' '*Deklination*,' '*Mündlich u. schriftlich*,' '*Verwandeln sie den Singular in den Plural*,' etc., have once been used, why ever use their English equivalents again? It may be mere tactics, a gilding of the pill—but I can't help it, I don't like it. And what will Professor Viëtor say to such things as, 'Can an adverb separate the inflected form of the predicate from its subject in German?' and, 'What case do prepositions compounded with *of* take in German?' And what will he say to the following names of the German letters: 'bay, tsay, day'!!!!

And yet, and yet, the book is so good! I feel I must use it! What are Direktor Walter's orthodox pupils like myself to do?

Well, we must beg him to bring out an 'orthodox' edition; and meanwhile I shall use his book for oral work, without putting it into my pupils' hands!

L. v. G.

*English Literature and the Classics.* Nine Lectures collected by G. S. GORDON. Pp. 252. Clarendon Press. 1912. Price 6s. net.

'This book is a collection of nine lectures delivered in Oxford . . . to all students

of modern literature in the University who cared to hear, from students of ancient literature, something of what the Classics mean in the history of letters.' The lectures, for the most part admirable in substance and lucid in form, should prove to critics of the newer literary schools that these definitely attempt to provide their students with training in humane learning and to give them a broad and liberal education.

The lectures, delivered by nine different scholars, are not homogeneous in plan or treatment. Some, like that on 'The Greek Romances,' by Professor Phillimore of Glasgow, deal with the characteristics of a particular genre; others discuss the influence of a man or of a type on the development of modern literature. Mr. Garrod, in perhaps the subtlest and most original lecture in the book, gives a fascinating account of Vergil and of his attraction for later writers; he does not attempt to make an exhaustive list of those who owe some part of their form or subject-matter to Vergil, as does Mr. Owen in his learned but rather overweighted

paper on 'Ovid and Romance.' But no one can read the lecture on Vergil without to some extent realizing his greatness, his modernity, his romantic genius, working, as Mr. Garrod phrases it, 'unsatisfied within the limits of a formal classicism, never quite confident, never wholly efficient.' Professor Gilbert Murray writes on 'Greek and English Tragedy,' forcibly bringing home the fundamental contrast between the two, while paying most attention to the classic form. Mr. Godley, dealing with Senecan tragedy, explains the causes and limitations of its influence on English, and makes it clear that 'the Hellenic spirit has, as a matter of fact, never contributed much to the making of tragedy in England.'

Of the other essays, that by Mr. Gordon on 'Theophrastus and his Imitators,' is perhaps the most interesting. But everything in the book is well worth reading, especially by those who, having small Latin and less Greek, are nevertheless anxious to obtain guidance in their study of classic influences on English literature.

## MODERN LANGUAGE ASSOCIATION.

A MEETING of the General Committee was held at University College, London, on Saturday, September 27.

Present: Messrs. Hutton (chair), Allpress, Miss Althaus, Mr. J. G. Anderson, Miss Ash, Miss Backhouse, Miss Batchelor, Messrs. Cruttwell, von Glehn, Miss Hargraves, Miss Hart, Messrs. Fuller, D. Jones, Ll. J. Jones, Pollard, Rippmann, Robert, Twentyman, and the Hon. Sec.

Letters of apologies for absence were received from the Rev. W. S. Macgowan (Chairman of Committees), Mr. F. W. Odgers, Miss Pechey, Professor Salmon, Mr. Somerville, Mr. Storr, and Miss Stent.

The minutes of the last meeting were read and confirmed.

Mr. Anderson presented an interim report from the University Chairs Subcommittee. On their recommendation

Professor Priebisch, Professor Fiedler, and the Hon. Secretary were added to the Subcommittee.

The Study Abroad Subcommittee reported that one of the selected delegates having been compelled at the last moment to withdraw, for medical reasons, Miss Althaus had visited alone the Holiday Courses held at Nancy, Dijon, Besançon, Neuchâtel, Lausanne, Geneva, and Grenoble, and had placed her report in their hands. The Chairman expressed the Committee's feeling of indebtedness to Miss Althaus for her work, and on the motion of Mr. von Glehn a cordial vote of thanks was passed to her. A vote of thanks to the local authorities, and to the members of the Association who had contributed to the expense was also passed.

Miss Batchelor presented a report on

the exchange of children, which will appear in the next number.

Mr. Anderson brought forward the question of the enlargement of MODERN LANGUAGE TEACHING, and read a long list of articles which he had received, but for which space was inadequate. In the discussion which followed it was clear that the general feeling of the Committee was in favour of enlargement, if the finances of the Association would allow it. It was finally resolved that eight extra pages should be added to the October number, and that the general question of permanent or occasional enlargement should be referred to the Finance Subcommittee.

The subcommittee for the Annual General Meeting was constituted as follows: Mr. Allpress, Miss Batchelor, Miss Hargreaves, Mr. Ll. J. Jones, Miss Purdie, and the officers.

The following nine new members were elected:

Miss C. M. Abbott, St. Edmund's College, Liverpool.

Miss G. E. Buist, M.A., St. Felix School, Southwold.

W. M. Daniels, M.A., Westminster City School, S.W.

A. P. Le Quesne, Broad Street Council School, Coventry.

Miss A. D. Mills, Rosemary Hall, Greenwich, Connecticut, U.S.A.

Miss E. M. Newberry, Girls' Grammar School, Mansfield, Notts.

R. Prowde, M.A., Wilson's Grammar School, Camberwell, S.E.

Miss K. Willmott, Ackworth School, near Pontefract.

Maurice H. Wood, B.A., Grammar School, Stamford, Lincs.

The name of Mr. A. T. Pollard was inadvertently omitted from the list of members present on June 28.

The Annual General Meeting will be held at the University of London on Tuesday and Wednesday, January 6 and 7, and will form part of the 'Conference Week,' in which twenty-two Associations are this year expected to participate. The

general opening meeting, at which some educationists of distinction will deliver an address, will be held on Thursday, January 1, or Friday, January 2.

Members who wish to bring forward topics for discussion at the Annual Meeting are requested to bear in mind Rule 25, which is as follows:

'Any member of the Association who wishes to move a resolution at a General Meeting must send the resolution to the Hon. Secretary six weeks before the meeting in order that it may be submitted for approval to the Executive Committee, provided that any resolution may be moved at a General Meeting which has received the support of fifteen members signing their names thereto, and of which one month's notice has been given to the Hon. Secretary.'

Members are invited to send resolutions for discussion to the Hon. Sec. at once.

As will be seen from the account of the last meeting of the General Committee, the visitation of Continental holiday courses was continued last summer. It was most unfortunate that at the very last moment the gentleman who had undertaken to assist Miss Althaus in drawing up a report had to relinquish the task for urgent medical reasons. The debt teachers of modern languages owe to Miss Althaus is therefore all the greater. Of the utility of these reports there can be no question. Six local authorities have shown their sense of the value of the first report in the most practical way by contributing to the cost of the second, and others, while finding it impossible to make a grant, have expressed their satisfaction with our report.

The Education Committees to whom our thanks are due for grants are:

		£	s.	d.
Derbyshire ...	...	5	5	0
Staffordshire ...	...	4	0	0
Buckinghamshire ...	...	2	2	0
Kent ...	...	3	8	0
Sheffield ...	...	2	2	0
West Riding of Yorkshire	...	5	5	0

The grants from Bucks and the West Riding are given subject to certain con-

ditions, with regard to which the Committee hopes to be able to satisfy them.

The thanks of teachers are also due to the following members, who contributed the sum of £21 1s. : Miss Ash, Mr. H. W. Atkinson, Dr. Brauholtz, Miss Devonshire, Miss Gurney-Smith, Miss Hart Messrs. Hutton, Lipscomb, Rev. W. S. Macgowan, Miss Partington, Miss Purdie, Messrs. Rippmann, O. T. Robert, Miss Ryan, Miss Shearson, Miss Strachey.

The following *ten* members of the General Committee retire by rotation at the end of the year, and are not eligible for re-election till after the lapse of a year : Miss Althaus, Rev. W. O. Brigstocke, Miss Hart, Messrs. Kittson, Odgers, O'Grady, Professor Salmon, Dr. Spencer, Miss Stent, Mr. T. A. Stephens.

Nominations of candidates for these vacancies must be sent to the Hon. Secretary by November 15.

## INTERESTING ARTICLES.

**SCHOOL WORLD :** (August) The Reform of Secondary Education (Professor Strong) ; The Use of the Gramophone in Schools (R. F. Patterson) ; (September) The Congested Curriculum.

**REVIEW OF REVIEWS :** (July) English Education at the Crossways ; (August)

English Education at the Crossways : Criticism and Comment (A. C. Benson). **EVERYMAN :** (August 22 and 29) Reforms in our Public Schools (Professor Strong) ; (September 5) Where Germany leads : University Education (G. Waterhouse).

## EDITORIAL NOTES.

**Sub-Editors :** Miss BENTINCK-SMITH ; Rev. W. OSBORNE BRIGSTOCKE ; Mr. H. L. HUTTON ; Mr. HARDRESS O'GRADY ; Mr. De V. PAYEN-PAYNE ; Miss E. STENT ; Professor R. A. WILLIAMS.

**MODERN LANGUAGE TEACHING** appears eight times yearly, viz., on the 15th of February, March, April or May, June, July, October, November, and December. The price of single numbers is 6d. ; the annual subscription is 4s.

Contributions and review copies should be sent to the Editor of **MODERN LANGUAGE TEACHING**, Cuilrathain, Harpenden, Herts.

The Journal is sent free to all Members of the Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Mr. H. M. Cruttwell, Byron Hill, Harrow.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 7, South Hill Mansions, London, N.W.

The **MODERN LANGUAGE REVIEW**, a Quarterly Journal of Mediaeval and Modern Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., *which must be prepaid*. It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who

wish to take in or discontinue the **REVIEW** should communicate with the Hon. Secretary.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the under-mentioned subjects should be addressed to the persons named :—

**Exchange of Children :** Miss BATCHELOR, 1, Holly Cottage, Lymington, Hants.

**Magic-Lantern Slides :** H. L. HUTTON, 2, College Gardens, Dulwich, S.E.

**Residence Abroad (Women) :** Miss SANDYS, 30, East St. Helen's, Abingdon ; (Men) : The Hon. Secretary.

**Travelling Exhibition :** Miss HART, County Secondary School, Sydenham Hill Road, S.E.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

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# UNIVERSITY OF OXFORD

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## Certificates of Proficiency in French and German

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### The Examinations.

THE Examinations for Certificates of Proficiency in French and German have been instituted by the University of Oxford in response to a request contained in the Report of a Committee of the Modern Language Association which appeared in *Modern Language Teaching* of April, 1909, pp. 65-71. The Examinations are specially designed for teachers or intending teachers of French and German, who do not already possess authoritative documentary evidence of their proficiency in these languages. The Examinations are of two kinds:

1. The Examination for a Certificate of Proficiency in the colloquial use of French or of German, which will consist of:—

- (a) Dictation of one or more prose passages.
- (b) Reading aloud from a prescribed book.
- (c) Conversation, including the explanation in the foreign language of passages read aloud by the Candidate.
- (d) An Examination in the phonetics of the foreign language, special regard being had to the requirements of teaching in English schools.

It is contemplated that the Examination of a Candidate in (b) and (c) together will last not less than half an hour.

For 1913 and 1914 the prescribed books will be:—

Sainte-Beuve, *Trois portraits littéraires* (Clarendon Press Series).  
Goethe, *Egmont*.

2. The Examination for the Certificate of Proficiency in French or in German Composition, which will consist of two three-hour Papers, viz. :—

- (a) The translation of two or more passages of English Prose.
- (b) An Essay in the foreign language.

Alternative subjects dealing with the Literature, History, and Institutions of the foreign country will be set in (b).

Candidates are permitted to enter their names for both Certificates in French or German at the same examination, but in such a case they cannot qualify for the Certificate in Composition unless they also qualify for the Certificate of colloquial proficiency.

### **Qualifications for Admission to the Examinations.**

The Examinations for Certificates in French and German are open both to men and women of whatever nationality. It is not necessary for Men Candidates to become matriculated members of the University or for Women Candidates to become Registered Women Students at Oxford. Candidates who are able to do so are strongly recommended to attend for one or two Terms the University lectures and classes held specially in preparation for the Examinations for the Certificates and for the Examinations in B (2) and B (5) [see pp. 6–7], but this is not a necessary qualification for admission to any of these Examinations.

No Candidate will be allowed to enter for the Examination

(a) for a Certificate of Proficiency in the colloquial use of French, unless he or she has either passed in Group B (2) of the Pass School or obtained Honours in French in the Honour School of Modern Languages ;

(b) for a Certificate of Proficiency in the colloquial use of German, unless he or she has either passed in Group B (5) of the Pass School or obtained Honours in German in the Honour School of Modern Languages ;

(c) in French Composition, unless he or she has either obtained a Certificate of Proficiency in the colloquial use of French or been duly entered as a Candidate for the Examination for such Certificate ;

(d) in German Composition, unless he or she has either obtained a Certificate of Proficiency in the colloquial use of German or been duly entered as a Candidate for the Examination for such Certificate.

The Examination in Group B (2) or in Group B (5) of the Pass School consists of three three-hour Papers and a *viva-voce* examination in the subjects comprised in the written examination. The *viva-voce* Examination will not take place until after the Examiners have looked over the written work. Candidates will be informed during the written examination of the time at which they must attend for the *viva-voce* examination.

The subject of the Examination in Group B (2) of the Pass School is the French Language, including Composition in the language and a period of its Literature.

(i) The following books are to be specially prepared :—

(a) Mérimée, *La chronique du règne de Charles IX* (Clarendon Press Series).

(b) A. de Musset, *On ne badine pas avec l'amour* (Clarendon Press).

(c) *The Oxford Book of French Verse*, pp. 257-77, 289-352, 366-421 (Clarendon Press).

(ii) Translation from English into French.

(iii) A general acquaintance with the History of the Literature from 1800 to 1850 will be required.

(iv) The examination also includes reading aloud from one of the set books, unprepared translation from French into English, and a short piece of original composition in French on a subject falling within either the prescribed period of literature or the subject-matter of the set books. A choice of subjects will be given for the original composition in French.

The subject of the Examination in Group B (5) of the Pass School is the German Language, including Composition in the language and a period of its Literature.

(i) The following books are to be specially prepared :—

(a) Goethe, *Egmont*.

(b) Schiller, *Die Braut von Messina*.

(c) *The Oxford Book of German Verse*, pp. 69–210 (Clarendon Press).

(ii) Translation from English into German.

(iii) A general acquaintance with the History of the Literature from 1748 to 1805 will be required.

(iv) The examination also includes reading aloud from one of the set books, unprepared translation from German into English, and a short piece of original composition in German on a subject falling within either the prescribed period of literature or the subject-matter of the set books. A choice of subjects will be given for the original composition in German.

Candidates who pass the Examination in B (2) or B (5) in any Term are permitted to proceed forthwith to the Examinations for the Certificate of colloquial proficiency and for the Certificate in Composition in a language. They are thus enabled to pass all the three Examinations in the same Term. See p. 2 and p. 5 note.

NOTE.—The details concerning the Examination for Honours in French or in German of the Honour School of Modern Languages are here omitted, for which see *The Examination Statutes for the academical year 1913–14*, pp. 137–43.

### Dates and Place of Examinations.

The Examinations in B (2) and in B (5) and the Examinations for the Certificates of Proficiency in French and in German are held twice in each year, viz. after the end of Full Term in the Easter and Michaelmas Terms. All the Examinations are held in the Examination Schools, High Street.

The Examinations in B (2) and in B (5) will begin at 9.30 a.m. on the Friday (June 26 in 1914) in the ninth week from the beginning of Easter Full Term, and at 9.30 a.m. on Thursday (December 11 in 1913, and December 10 in 1914) in the ninth week from the beginning of Michaelmas Term.

The Examinations for both kinds of Certificates of Proficiency in French and German will begin at 9.30 a.m. on the Thursday in the tenth week from the beginning of Easter Full Term and Michaelmas

Full Term respectively. In 1913 they will begin on December 18 ; in 1914 on July 2 and December 17.

### Entry of Names for the Examinations.

Names of Candidates for any of the above Examinations, accompanied by the Statutory Fee, must be received not later than 3 p.m., on the Wednesday in the fourth week of Easter (May 20 in 1914) and Michaelmas (November 5 in 1913, and November 4 in 1914) Full Term respectively.

Men Candidates for all the Examinations, and Women Candidates for the Examinations for the Certificates of Proficiency in French and German, must obtain forms of entry from, and when duly filled up return them to: The Assistant Registrar, Old Clarendon Building, Broad Street, Oxford.

Women Candidates for the Examinations in B (2) and B (5) must obtain forms of entry from, and when duly filled up return them to: The Secretary to the Delegacy for Women Students, Old Clarendon Building, Broad Street, Oxford.

Candidates for the Examinations in B (2) and B (5), unless they are members of the University or of one of the Recognized Societies for Women Students at Oxford, will be required to sign a declaration that they intend *bona fide* to become Candidates for the Examination for the Certificate of Proficiency in the colloquial use of French or of German. This declaration duly signed must be sent in with the Statutory Fee of five shillings at the same time that the Candidate's name is entered for the Examination in B (2) or B (5). Forms of declaration may be obtained by Men Candidates from the Assistant Registrar, and by Women Candidates from the Secretary to the Delegacy for Women Students.

NOTE.—A Candidate who completes his or her qualification for admission to the Examination for any Certificate after the date prescribed for entering his or her name for that Examination may nevertheless be admitted to the Examination upon the following conditions :—

- (1) His or her name must be entered in the manner prescribed above not later than 3 p.m. on the Tuesday before the date fixed for the commencement of the Examination.
- (2) The statutory fee prescribed below must be paid at the time of entering his or her name.
- (3) No late entry for the Examination for any Certificate will be permitted unless the name of at least one Candidate shall have been duly entered for that Examination on the prescribed day.

### Examination Fees.

The Statutory Fee for each Examination must be paid at the same time when a Candidate's name is entered for the Examination, viz. :—

	£	s.	d.
For the Examination for a Certificate of Proficiency in the colloquial use of French or of German ...	0	10	0
For the Examination for the Certificate of Proficiency in French or in German Composition ... ..	1	10	0
For the Examination in B (2) or in B (5) ... ..	1	0	0

### Courses of Instruction.

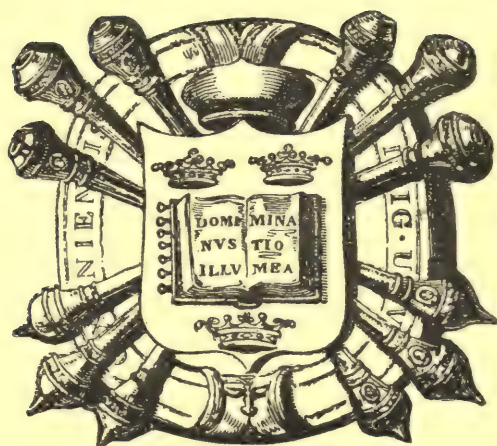
Although Candidates for the Examinations are not required to have attended courses of instruction at the University, they are strongly recommended to do so for one or two Terms whenever it is possible. The University provides complete courses of instruction in preparation for the Examinations in B (2) and B (5) and for the Certificates of Proficiency in the colloquial use of French and German. The full course of instruction in B (2) or in B (5) extends over a period of two Terms, and consists of five or six lectures and classes a week. The terminal fee is £2 10s. The full course of instruction for the Certificate of Proficiency in the colloquial use of French or of German extends over a period of two Terms, and consists of four lectures and classes a week. The terminal fee is £2. Candidates may attend the lectures and practical classes on French or German phonetics for two hours a week for a terminal fee of £1. They may also attend the advanced class in French or German Composition (one hour a week) for a terminal fee of £1.

Candidates who are able to reside in Oxford for two Terms are recommended to attend the course or courses in the Hilary and Easter Terms, and those who are only able to reside one Term are recommended to attend the course or courses in the Michaelmas Term. Michaelmas Term, 1913, begins on Monday, October 13;

Hilary Term, 1914, on Monday, January 19; Easter Term, 1914, on Monday, April 27; Michaelmas Term, 1914, on Monday, October 12; Hilary Term, 1915, on Monday, January 18.

The courses of instruction are held at the University Department of Modern Languages, Taylor Institution. Forms of admission to the courses must be obtained from a Professor or Lecturer at the end of his first lecture or class in the Term. All fees for attendance at the courses must be paid to Mr. Henry Pusey, clerk to the Curators of the Taylor Institution.

Candidates who wish to attend other courses besides those named above will be allowed to attend the lectures and classes of the Professors, Readers, and Lecturers of English, French, German, Italian, Spanish, Russian, and the Scandinavian Languages. For the list of lectures and classes and scale of fees, see the *University Gazette* issued at the beginning of each Term.



# MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN  
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## PHONÉTIQUE ET PHONÉTISTE.

À NOTRE tour, étudiants, d'occuper la chaire et de parler de phonétique. Mais n'ayant point ce qu'on appelle en France la 'Faculté d'abstraction,' je substituerai à la Phonétique, le Phonétiste, à la Science, le Savant.

Il y a en effet dans cette troupe hors de pair qui fit ici nos délices, parmi les Rippmann pleins d'humour, les Furkhen amènes et les Norman parés de bonne grâce, il y a un homme sur lequel je désire concentrer nos esprits, celui avec lequel nous vécûmes le plus souvent, que nous entendîmes chaque matin : c'est le jeune premier rôle, le héros du cours, le truchement et l'apôtre de la Phonétique — Mr. Jones.

Qui ne se souviendra toujours de Mr. Jones ? Qui n'aura toujours présente aux yeux cette figure d'ascète, maigre et sérieuse ; cette particulière physionomie de savant où le regard nous semble toujours un peu vague, parce qu'il est perdu

dans des contemplations où nous ne pénétrons pas.

Qui ne se souviendra de ces attitudes hiératiques et de cette voix passionnée, qui parle avec respect des différences de prononciation entre *sleep* et *slip*. Entre *sleep* et *slip* ? . . . Songez-vous à ce qu'est une existence qui s'écoule à saisir et enregistrer des nuances comme celle-là ? Songez-vous à quelle conception du monde et de la vie cela peut répondre : cette abstraction de toute joie ordinaire, de tous les plaisirs que nous recherchons, nous ; cette attention incessante à la forme des lèvres, à la position présumée de la langue, aux inflections, aux sonorités—tout le monde et toute la vie, non plus magnifiquement grands et beaux, mais ramenés, rétrécis à une bouche qui parle ? La nature, l'eau, l'ombre fraîche, la lumière, la poésie des sous-bois et le charme des jardins dans le jour qui tombe : toutes ces grâces et toutes ces splendeurs devenues in-

différentes? Pour le Phonétiste, il n'y a plus que des dents plus ou moins rapprochées, une arrière gorge plus ou moins ouverte, des lèvres plus ou moins arrondies. C'est l'amour fanatique de la science.

Il y a plus!

Idéalisons Mr. Jones — nous n'aurons pas grand'peine, il est si mince—et voyons où vise son œuvre. Idéalisons-le: il nous apparaît immédiatement comme un de ces martyrs, un de ces rédempteurs qui viennent tard dans le monde pour racheter les péchés des autres. Mr. Jones rachète les péchés des ignorants Français, des Allemands et des Anglais sans souci qui ont surchargé leur écriture de lettres parasites et se sont amusés stupidement à écrire d'une façon et prononcer de l'autre. Un Anglais écrit *cupboard* et prononce k ʌ b ə d ; un Français écrit *caoutchouc* et prononce *elastik*. Mr. Jones expie tous ces péchés. Par amour de la science? du travail? Oui, mais aussi par amour de l'humanité.

Je l'imagine dans son cabinet. Il vient de terminer un page capitale, une de ces pages qui font époque, il vient de noter, longuement, après maintes expériences, après maints voyages à travers la France et l'Angleterre, après maintes fatigues et maintes observations, il vient de distinguer, enfin, l'exakte différence entre la prononciation du *o* français et du *o* anglais: nuance délicate, certes; mais la difficulté n'est-elle pas un attrait pour le chercheur? C'est aït: il a triomphé! Il se renverse

sur le dossier de son fauteuil et ferme les yeux. . . . Et, dans son imagination surchauffée par le labeur intense, un vaste tableau se lève, qui s'éclaire, s'ordonne, se précise — c'est la vision des millions et des millions d'enfants et d'adultes qui, par le monde, se tuent à étudier, sans l'aide de la Phonétique, les langues étrangères. Il les voit courbés, couchés sur leurs dictionnaires et sur les textes, attentifs, fourbus. Ils travaillent ainsi 7 ans, 8 ans, 10 ans, et ils se redressent enfin, les yeux usés: ils balbutient quelques mots . . . 'O horreur! O détresse!' Ils ne savent rien: ils ne perçoivent pas la différence entre *o* et *ɔ* entre *t*\* et *t*†; ils prononcent mœtʃ au lieu de mætʃ et bɔɪŋdʒuə au lieu de *bonjour*!

Une vague de pitié et d'attendrissement soulève l'âme de Mr. Jones. Il cache sa tête dans ses mains et s'abandonne à la douleur. Un chant lui monte aux lèvres: un chant berceur et mélancolique, expression de sa pitié profonde—mais un chant d'espérance aussi — un chant de gloire—car la Phonétique, conquérante et libératrice, est entrée en campagne, et son règne s'annonce. Et il chante, Mr. Jones, il chante, cet apôtre, avec cette gravité qui lui va si bien, et cette belle fausseté de voix, indice d'une conscience pure et d'une longue étude des sons.

AIR: 'La Valse brune,' *Les Chevaliers de la Lune*.

Pauvre étudiant qui pein' et qui t' échines,  
Et risquerais de mourir de chagrin,

\* *t* anglais.

† *t* français.

Console-toi, voilà que j'imagine  
Un truc nouveau, un truc quasi-divin.  
C'est une science encor' bien mal connue,  
Mais dont le nom va sans cess' grandis-  
sant.

On l'agonit ou on la porte aux nues.  
But never mind ! Go on !

a. e. i. o. u. e

a. e. i. a. i. o. u. e

Va-t-en Phonétiqu' notre mère !

Va, Nécessité !

Traque les grammaires

Et dans les Dictionnaires

Au lieu des folies de naguère,

Jette la clarté !

Pauvre étudiant qui pein' et qui t'échines  
Et qui maigris sur de tristes bouquins,  
Je pense à toi, et pour toi je décline  
Des sons en *on*, sons en *an*, sons en *in*.  
Je vieillerais dans mon labeur utile,  
Sur mes travaux gigantesques et lents ;  
J'ai sacrifié ma vie et ma Cyrille  
Pour ton contentement.

*Refrain.*

Alors, nous, après avoir écouté  
cette prière fervente, après l'avoir

comprise et goûtée, après nous être  
pénétrés des Beautés de cette Philo-  
logie subtile et nouvelle, après nous  
être enthousiasmés—ravis de re-  
connaissance et d'admiration, enfin  
—nous, chœur des étudiants, expri-  
mant, comme dans une tragédie  
antique, la pensée prophétique des  
Dieux, nous nous écrivons dans un  
acte de foi.

AIR : '*Refrain du Credo du Paysan.*'

Je crois en toi, en toi Science si pure.  
Semant partout l'aisance et l'uniformité ;  
Je crois en toi, Phonétique Lecture,  
Je crois en ta grandeur, en ton utilité,  
Je crois en ton succès, en ton éternité !

En France, tout se termine par  
des chansons. C'est notre manière,  
à nous, de vénérer les choses et les  
gens et de les aimer—de les vénérer  
et de les aimer beaucoup : c'est le  
cas !

JULES GOUIN.

# ALBERT SAMAIN—1858-1900

AMONG the sumptuous editions of  
verse which have been given of late  
to the public, none will be more  
welcome to the lover of French  
poetry than the delightful volumes  
devoted to Albert Samain.\*

The life of the poet offers little  
to satisfy the curiosity of the liter-  
ary pedant. It is veiled under a  
cloud of tranquillity. And by choice  
he climbed, as Alfred de Vigny, the  
ivory tower. Yet from out the  
open window of its turret his  
imagination took flight, and brought

\* (a) *Edition de luxe* in 4 vols. (b) *Selec-  
tions, Mercure de France.*

him back flowers, rich and scented,  
to wind into garlands of song.

The work of Albert Samain falls  
naturally into two parts : his earlier  
verse, which was nothing more than  
a distant echo of Parnassian poetry,  
recalling to the reader the  
sumptuous splendour and sonorous  
rhythm of the sonnets of Maria de  
Hérédia and of Leconte de Lisle ;  
and his manuscript verse published  
after his death.

It is in *Le Chariot d'Or*, a posthu-  
mous volume, that the real merit of  
Samain's work is apparent. He is  
no longer forced to imitate. Life

brought him her wealth of sorrow and her rare gifts of joy, that he might borrow from his own treasure-house. Immediately his poetry became simplified and less ornate; his individuality, as a lily through the paving-stones, broke through.

Reading the verse of Samain, the blazing colours of day and the deep shadows of night disappear, while a soft twilight permeates everything :

C'est un soir tendre comme un visage  
de femme ;

Ce soir, ce soir qui meurt s'imprègne  
dans nos moelles.

About his verse there is a delicate tenderness and a sense of distant sorrow, which come at the hour of sunset during the swift-dying days of autumn :

Le tendre désespoir des roses envolées.

And, moreover, if Samain owed much to the Parnassians for the richness of his imagery and the full music of his verse, he owed no less to Paul Verlaine for the subtle symbolism with which his poetry is penetrated. He has written his symbolist sonnets, which we need not be ashamed to compare with the best work of Verlaine :

Lentement, doucement, de peur qu'elle  
se brise,

Prendre une âme ; écouter ses secrets  
aveux,

En silence, comme on caresse des  
cheveux ;

Atteindre à la douceur fluide de la brise ;

Dans l'ombre, un soir d'orage, où la chair  
s'électrise,

Promener des doigts d'or sur le clavier  
nerveux ;

Baisser l'éclat des voix ; calmer l'ardeur  
des feux ;

Exalter la couleur rose à la couleur grise ;

Essayer des accords de mots mystérieux  
Doux comme le baiser de la paupière  
aux yeux ;

Faire ondoyer des chairs d'or pâle dans  
les brumes ;

Et, dans l'âme que gonfle un immense  
soupir

Laisser, en s'en allant, comme le sou-  
venir

D'un grand cygne de neige aux longues,  
longues plumes.

Samain always retained his predilection for the full sonorous line, the gift of the Parnassians ; but he was a poet too personal and subjective ever to rest satisfied with the unapproachable stateliness and restrained dignity of *Les Trophées*. He could not claim, as the Parnassians, the mantle of erudition with which to envelop himself. He shared all the weakness of humanity. His emotions were almost feminine, and an animal in pain gave to him indescribable torture. His nature was supersensitive, and his mind busied itself with constant introspection. His imagination was unwearying and of astonishing fertility. Yet, though not in any sense a scholar, Samain delighted in the ancient myths, and knew the fascinating charm of medievalism. Echoes from the ages of chivalry fill his first volume—*Au Jardin de l'Infante*—and are heard, though more faintly, in all his later work. However, at the same time the more personal influence of Verlaine was strong ; and now and again the poet drops into pure imitation :

Oh ! écoute la symphonie ;  
Rien n'est doux comme l'agonie  
De la lèvre à la lèvre unie  
Dans la musique indéfinie.

Yet Samain was himself, by nature as well as by influence, a symbolist. His verse is richly sprinkled with all their common devices.

Et c'était comme une musique qui se fane, is a line which possesses that vague suggestiveness peculiar to the symbolist poets. Samain has claimed their kinship constantly in his poetry, and the following verse might well serve as a motto for the 'school' :

J'adore l'indécis, les sons, les couleurs  
frêles,  
Tout ce qui tremble, ondule, et frissonne,  
et chatoie,  
Les cheveux et les yeux, l'eau, les feuilles,  
la soie,  
Et la spiritualité des formes grêles.

However, about the best verse of Samain there is a more substantial element than the rather vague delight in *La Chanson Grise*. The human side to his poetry became deeper and more defined. His emotions rose from tranquil depths :

L'amour s'ouvre à ses doigts comme un  
lys infini,  
Tout en elle se donne et rien ne se dérobe.  
Ses bras savent surtout bercer et sous sa  
robe  
Son sein a la chaleur maternel le du nid.

We find in his later poetry confidence and a sense of power. He had evolved his own individuality ; he had discovered the least imperfect way of expressing his own thoughts and feelings. It is at this period in a poet's life that his most valuable work is done. He not only has something to give, but he has learnt how to give it. The moment is generally coincident with a deepening knowledge of life and of humanity. Contact and conflict with other personalities defines his own. Pure introspection and solitary thought may produce a philosophy, but never poetry. Albert Samain had realized this essential condition, and he was producing rapidly work of the highest quality, when suddenly the last and final accident closed the drama of his life.

And the world lost a true poet.

J. K. ROOKER.

## FOREIGN PROFESSORS OF MODERN LANGUAGES.

As one of the compatriots lectured by Mr. Richards under the above heading, I should like to say something in reply to his argument.

If Mr. Richards believes that *our* remarks had an 'obtrusively trade-union savour,' he is bound by the force of his own logic to discover in the French (and German) *system* of making appointments in Modern Languages nothing less than trade-unionism pure and simple. If he will admit that, he will perhaps find

further that the much-admired 'judicial tone' of the French authorities he quotes is little else than an easily-penetrated disguise for the weakness of their argumentation. Thus, M. Legouis would (presumably) have us believe that the French authorities have adopted trade-unionism (to use the elegant term with which Mr. Richards has presented us), not because they believe in it, but on account of administrative difficulties connected with the problems of national defence. In

other words, the French authorities tremble at the idea of introducing at most two or three dozen foreigners into their Universities because it would weaken the great French army to such an alarming extent! To put it bluntly, I do not believe that the French authorities are such fools. Mr. R. Huchon is (highly?) dissatisfied with trade-unionism on account of the danger of French Professors forgetting, through their home-loving proclivities, the languages they profess! It is marvellous how little *casanier* Frenchmen prove when they have an opportunity of obtaining well-paid posts at English Universities. *Et ainsi de suite.*

I cannot admit that I or those who followed me lost sight of both sides of the question, as Mr. Richards hints. Speaking for myself, I can honestly assert that I have seriously considered both sides, and that, if I advocate 'trade-unionism,' I do so because the arguments for it seem to me irresistible. Nor can I admit that, as Mr. Richards (following M. Cazamian) asserts, at the level of University studies the conditions are utterly different from those in schools, and consequently 'trade-unionism' is out of place in the former, though necessary in the latter. I took some trouble in my former article to lay bare my reasons. As those have plainly been misunderstood by Mr. Richards, and perhaps by others, I may be permitted to attempt this task again.

I think we can all agree on one point to begin with—namely, that the chief task of a University Professor of a foreign language is the interpretation of the literature of that language. If we inquire further what are the conditions of a perfect interpretation, we shall perceive that they are *twofold*. On the one hand there is demanded in the interpreter a perfect comprehension of what is to be interpreted; on the other (and this is too often overlooked), a perfect comprehension of the audience for whose benefit the interpretation is made. There is, of course, no such thing as perfect interpretation, only a greater or less degree of adequacy;

but it will be noticed that while on the one hand adequacy of understanding as regards the audience is useless without adequate comprehension of what is to be interpreted, so, on the other hand, adequacy in the latter particular is also to a large degree useless without adequacy in the former. To put it concretely, the greatest scholar who does not understand his audience cannot adequately interpret anything to that audience. The greatest possible familiarity with an author is necessary to explain the difficulties he presents; on the other hand, the greatest possible familiarity with an audience is necessary in order to appreciate what difficulties lie in their way and how they are to be solved. If a man understood Goethe perfectly, that man would perceive no difficulties in Goethe. If he had to interpret Goethe to others, he would have to be able to see Goethe first with their imperfect comprehension in order to realize their difficulties. Mr. Richards' question, 'Can anyone equal a Frenchman in the task of revealing to his students the beauty and true meaning of his own glorious literature?' is wrongly put. I oppose to it the question, 'Can anyone equal an Englishman in realizing why and how the beauty of French literature *requires* revealing to Englishmen?'

Have I made it plain why I regard the foreigner with distrust as interpreter of his own literature for English people? It is because, highly as I admire the perfection of his knowledge on the one hand, I cannot on the other hand overlook his lack of familiarity with the audience for whom he is called to act as interpreter. It is, I aver, not paradoxical to say, that the more perfectly he comprehends his own literature, the greater will be his difficulty in realizing an Englishman's inability to comprehend it as he does. A Frenchman, of course, stands in an adequate relationship to an audience of French students. Mr. Richards seems to assume that he will stand in precisely the same relationship to English students,

because the latter bring with them from school 'a good working knowledge of the language'! As a University teacher of some experience, I regret that I cannot accept his evaluation of a good working knowledge. I assert on the basis of my very considerable experience that it would be useless to give *all* instruction in the foreign language. I know of no University where it is done—not even in Germany, where the 'good working knowledge' of the students is considerably higher on the average than in England.

The arguments put forward, independently of one another, by Messrs. Hedgcock, Ritchie, and myself, were based on a criticism of experience—one which I hold to be correct, and to which Mr. Richards has made no attempt to reply. If the present English system were better than French and German 'trade-unionism,' we should expect to find that it produced better results than the latter. The reverse is admittedly the case. Modern Language studies are easily perceived to be in a more flourishing condition in France and Germany than in England, as has been repeatedly pointed out. We are faced with the extraordinary paradox, if we accept Mr. Richards' standpoint, that the best system produces the worst results. Mr. Richards is plainly conscious of the paradox, and it has obviously reduced him to a condition of almost ridiculous pessimism in regard to the state of English scholarship. English scholars trained under the perfect system are lacking in the 'efficiency' which foreign scholars develop in spite of the handicap of their inefficient system! First Class Honours men, trained as they ought to be (according to Mr. Richards), disappear from view after passing their examinations! The fact of the matter is that, if Mr. Richards is right, it is simply waste of time for Englishmen to study these subjects. But Mr. Richards is wrong.

Again, English scholars, according to Mr. Richards, are lacking in 'enterprise.' How far is that borne out by facts? The

establishment of the well-known lecture-ships at German and French Universities gave young Englishmen an excellent opportunity of studying French and German abroad. That opportunity has been fully availed of. There is a considerable and growing body of English scholars who have seized the opportunity thus offered, who have returned to England with German and French degrees as a proof of their diligence and enthusiasm. That does not show lack of enterprise, but the reverse. It shows that when opportunities are offered there are men to take advantage of them. It is a proof that, if English scholars disappear from view in England, it is not lack of enterprise which is the cause, but lack of opportunity at home to show what they are made of.

Again, Mr. Richards reproaches English scholars with charlatanism. It is, of course, unfortunately true that there is a considerable sprinkling of charlatans in the teaching profession, high and low. That applies, however, not merely in England, but elsewhere. As a matter of fact, the chief danger in England in this connection has ever been, not from the English, but the foreign charlatan. The time is not very far past when *any* foreigner was considered good enough to teach his language at an English University or school. That time is, happily, gone by, and that this is so is due to English scholars, to the fact that the appointment of uneducated foreigners to such positions is rendered impossible by the voice of competent English critics.

The undoubted superiority of French and German scholarship in our studies is not due to the superiority of French and German brains. It is due to the superior organization of French and German scholarship at the Universities. The trade-unionism so repugnant to Mr. Richards is an essential part of that organization. It gives to foreign scholars the opportunity without which they would be nearly helpless. And the lack of that opportunity in England is the primary cause of the low state of English scholarship. If we

wish English scholars to be as distinguished as their foreign colleagues, we must give them at our Universities the same opportunity to distinguish themselves which their rivals enjoy in their own countries. As matters are at present, the most we can expect of English scholars is competence, and not distinction. It is because I believe we already possess a very considerable body of native-born competent scholars, who will soon acquire distinction if granted the necessary opportunity, that I have come forward with my indictment of our present system.

To return, in conclusion, to a point already touched on. Nothing could be more foolish than the reproach of lack of enterprise made by Mr. Richards. Englishmen have never lacked enterprise. But a great English weakness is involved, of which Mr. Richards is himself an example. It is the almost pig-headed unwillingness to admit that English people can learn anything from foreign systems and methods. Our system in this case is perfect, and a model for foreign nations, according to Mr. Richards, although he plainly sees the pass to which it has brought English scholarship. It would be more candid of him to acknowledge that, as 'trade-unionism' has produced so much better results abroad, there is a very great probability that it is really much better than *our* system. It is beside the point to argue, as Mr. Richards does when he quotes M. Huchon, that Frenchmen are not perfectly satisfied with their system. In this imperfect world, who is ever perfectly satisfied? The point is that, when Frenchmen compare the results produced by their system with the results produced by ours, they have every reason to be satisfied. It is beside the point to argue with M. Cazamian, that appointments to University

posts should depend on the '*valeur propre des individus*.' In the first place, we cannot blink the fact that the value of an individual is *not* independent of the conditions in which he works. The value of a French scholar is, for example, not the same at a French University *and* at an English University. His value is greatly decreased when you remove him from his native conditions of study, and plunge him into the foreign atmosphere of an English University; when you make him substitute for the task of teaching French students, to which he is trained, the very different task of teaching English students, to which he is not trained. It is then no longer merely a question of scholarship as between a French and an English candidate. The most brilliant French scholar may then have a '*valeur propre*' even less than that of quite an everyday English scholar. In the second place, so long as foreigners are not allowed to become candidates for Chairs at French Universities, the '*valeur propre des individus*' will never impose on a Frenchman the mortification of seeing a foreigner preferred to him for such a post. It is more than easy under these circumstances for a Frenchman to encourage Englishmen, 'in judicial tone,' to continue appointing Frenchmen at English Universities. Doubtless it is flattering to his pride to believe that the '*valeur propre*' of a French scholar is greater than that of a foreign rival both at home and abroad. I, however, see no reason to take his word for it without demur. I am cynic enough to believe that, if French scholars actually were threatened by foreign competition at home, the '*judicial tone*' of their remarks on the question of system would very quickly give place to a '*trade-union savour*.'

R. A. WILLIAMS.

## THE REFORM OF ENGLISH SPELLING.

## THE SPELING SOSIETI.

It is related of the Lord Protector that in one of his less guarded moments he reviewed his relations with his different Parliaments. Alluding to the nominees of Barbon's Parliament, he observed disapprovingly: 'Nothing was in the heads of these men but overturn, overturn.' History does not applaud his sagacity in this instance, for those who have best studied the proposals of the Little Parliament characterize them as genuine reforms, based on Bentham's seemingly simple but profound dictum that the public good ought to be the object of legislation. Some of the most profound thinkers in England consider that a great deal needs to be overturned still. The relations of labour and capital, the reward due to the former, the land laws, the equality of the poorer classes and of women before the law, the reform of Parliament itself in electorates, procedure and jurisdiction, are some of the subjects that must occupy the attention of serious people for many years. Reform is in the air, and evidently the Vice-Presidents and Committee of the Speling Sosiety—it is thus posted up on the window-panes of 44, Great Russell Street—have caught the general contagion. It 'gives furiously to think' that men with a reputation like Henry Bradley, Sir James Murray, James Bryce, Michael Sadler, James W. Bright, the late Walter Skeat, Gilbert Murray (President), should lend their names to the scheme the 'Sosiety' has promulgated. It is nothing if not Thorough. Strafford would have approved it, for it prunes, lops, cuts, hacks, truncates, saws, fells, in the great English forest of words, and effects such a revolution as the extremists of the French Revolution would have liked to achieve politically, only the pendulum swung decisively in the contrary direction, and the forces of Reaction prevented a clean sweep of the board. Our reformers will not even permit—I (i), of (ov), mother

(muther), son (sun), father (faather), by (bi), was (woz), as (az), make (maic), kind (ciend), kitchen (eichen), whom (huum), to stand; these too must be reformed. A little pamphlet has been thrust into the writer's hand bearing the proud title, *i hav burnt tu spel*. It is noteworthy that when this tract was first issued, about 1908-09, the middle word was spelt *lernit*. We shall probably see much more of this kind of uncertainty. Reformed spelling is like Volapük, *la langue bleue*, *la lingua internazionale*, and all the rest of the Esperanto family; opinions differ, change.

It is a distinctive feature of language that it is involuntary; its growth has been in the darkness and silence of prehistoric times. At a rough guess, it is not unlikely that a language is in the latter half of its life when it comes to be written, and it is a commonplace among philologists that no language will bear the strain of numerous and great alterations at any one period. We shall, of course, be told that the written language is not the spoken, that the Spelling Society is only dealing with the former, which is highly conventional and can be safely tampered with. In this connection, we must remember that the great spread of elementary education, wide, though very far from deep, has not minimized the difficulty of spelling reform. It would have been well if certain changes or alternatives had been introduced or permitted prior to the Education Act of 1870 or soon after. And this consideration can easily lead us to the important admission that English is far too stereotyped, and that alternative spellings in considerable classes of words might well be tolerated. We know that in earlier centuries, notably the sixteenth to the eighteenth, wide diversity existed, and was accepted on all hands. Similarly, there are differences of pronunciation even among the educated in these islands, differences which have to be accepted, such as *either*, *grass*, *progress*, *apparent*, *medicine*.

The pamphlet issued by the Society

quite fairly recalls to mind how some of Shakespeare's plays have been spelt:

'How sweet the moone-light sleeps vpon  
this bank,  
Heere will we fit, and let the founds of  
musicke  
Creepe in our eares, soft ftlnes and the  
night  
Become the tutches of sweet harmonie.'

Whilst making the admission that the language will bear a *certain amount* of diversity in spelling, and does bear it (*cf.* organize, vigor, errour, program, tho'), there exists a tendency to uniformity in every language, and this tendency has been strengthened by the multiplication of books, periodicals, and newspapers—a result of the spread of compulsory education. Most people will admit that the lines quoted above awaken a slight feeling of annoyance. The printer has not *turnt tu spel* in the way we approve. We decipher him, but, moved by the *lex talionis*, subconsciously long to pull his ears for offending our eyes.

There are people who cannot endure the slightest deviation from that to which they are accustomed, in their habits, surroundings, but above all in the language. This last reflection causes the conservatives in spelling to be of good cheer. The prayer 'Give peace in our time, O Lord,' is likely to be heard, for many will cling to our present spelling as if it had been

imposed on us from Mount Sinai. Reason or no reason, they will abide by it.

It is to be feared that a glance, or even a series of glances, at the stories reproduced in 'reformed' spelling, will in many cases not help to cast prejudice aside. The reformers at the first glance seem to begin mildly, and lull one into false security and quasi-approval.

It is only when one grasps the application of these principles that one realizes the depth and extent of the proposals. Like a new law, it reads tolerably in the Statute Book; it is only when the period of delay has elapsed and its provisions are applied to everyday life that we realize it is a species of cloud-burst intended for devastation. The Society has printed 'The Scuulboi'z Story' at the end of one of its publications. Here is a paragraph selected from it, not one of the worst, for there are dozens of others equally remarkable:

'Whot did Oeld Cheeseman then, but wanc up to hiz oeld desc, looc round him with a cweer smiel az if thair woz a teer in hiz i, and begin in a cwaivering vois, "Mi deer companionz and oeld frendz!" Every felo'z hand caim out ov hiz desc, and the Prezident sudenly began tu cri.'

We know that all kinds of inventions, with results that once seemed perfectly incredible, have come to be part and parcel

#### THE SIMPLIFIED SPELLING IN BRIEF.

bet	pet	dip	tip	got	cot
met	net	ring	N.B. linger,	thinc	
win	whim	van	fan	this	thing
so	zest	vizhon	sheen	jest	cheer
yes	hapy	left	riet		

glad	best	lily	song	bud	good	volyum
faather	star	maid	fair	laud		lord
{ leed	{ liet	{ loed	{ buun	{ dyuety	It will be seen that ee, ie, oe, uu, yue, may be reduced before another vowel or finally.	
{ seing	{ dial	{ going	{ juel	{ dyual		
{ we	{ mi	{ tho	{ thru	{ dyu		
joi	mount	curl	sister			

of our everyday life, and are now accepted as completely as the rising and setting of the sun. The locomotive on land, the marine engine on vessels, the automobile, the submarine destroyer, wireless telegraphy, the aeroplane, have come to stay, despite the incredulity and objections of many. The age is one of change, of metamorphosis. Is there any real, substantial reason why the written language should not be flung into the melting-pot and come out the thing which the Simplified Spelling Society may be presumed to admire? The members claim that they particularly want the proposed changes for the sake of the coming generation. They quote from Whitney :

‘It is the generations of children to come who appeal to us to save them from the affliction which we have endured and forgotten.’

Now, the Editor of MODERN LANGUAGE TEACHING considers reformed spelling a subject large enough to permit of various views being exposed, sufficiently important to bear thrashing out. It is, therefore, as a small contribution amongst others that I venture to dwell on several points which occurred to me at different times, some of them long before the S.S.S. had arisen out of the void. It seems to me that English might well bear a certain degree of latitude in spelling without stigmatizing as ill-educated those who vary from the normal. It is well known to all serious students that our language is a wonderful blend of a Teutonic tongue, Anglo-Saxon, and Norman-French, plus learned Latin, with which a considerable quantity of Greek words and roots had already fused. To those we, the greatest travellers and colonists among the nations, have added Arabic, Spanish, Urdu, Portuguese, Australian, and other words; the real difficulty would perhaps be to find a nation, people, or tribe, from which we have not borrowed some linguistic trifle. But the basis of our language is Anglo-Saxon, and so true is this, and so true is it that *we* are Anglo-Saxon, that keen

observers have noted whenever the Englishman is deeply moved by love, hate, fear, grief, or any emotion, he insensibly relapses into Anglo-Saxon; its noble and expressive simplicity precisely harmonizes with his state of mind. An American may emanate from Philadelphia; an Englishman never emanates from London. The former has not the same feeling for the language as the latter; to him latinized English appears almost more natural than Anglo-Saxon. To many the Anglo-Saxon, the original element of our language, is sacrosanct; to rob a church, to violate tombs, does not appear to be a more impious, sacrilegious, and reprehensible act than to travesty it in the way some propose. That Anglo-Saxon element is not difficult to acquire, not nearly as difficult as the absurd rules of concord which prevail in French, Italian, and especially in German. The latter language has sixteen cases for *the*. When you have studied the grammatical concord of Italian or German, you have mastered a far greater difficulty than the abnormalities of Anglo-Saxon spelling. I willingly admit that spelling is the great difficulty of our language; but, from a long experience of foreigners who have studied it, I find their usual opinion is that, of the four chief living European tongues, as well as Latin and Greek, English is the easiest. I venture to think that the way a well-educated, resolute foreigner speaks English after six months' study is a proof that the language is not difficult. Personally I would never assent to reform our spelling unless other nations, acting in a European concert, would consent to reform the monstrous absurdity of concord. Why should England be the only fox to cut off her tail?

To people who study eugenics and who consider the physique of the rising generation with critical attention, many of the proposed efforts to save trouble are not of good augury. Our children do not need to plough the sand to develop muscle; their efforts in gardening will lead to useful production. But why should we

seek to take hold of their finer senses, the eye and the ear, and minimize effort for these organs, when we have proved that use and exercise improve and extend their capacity, within rational limits? At the English Association dinner in January, Mr. Granville Barker complained of the dull hearing of a large section of the theatre-going public. An actor on the stage forgot some sublime words at the close of his speech, and substituted for them 'a rumpety-dumpety dick.' No one hooted, or even smiled, and it is reasonable to suppose, as did the speaker, that no one heard it. The power to see among the town-bred can hardly be said to improve. The well-known oculist, Mr. Brudenell Carter, declared, after examining 10,000 children working under the London School Board, that sight was gravely impaired by the lack of use in long distances and vistas. Why should we cut off the need for using the eyes at short distances, since capacity to distinguish is not limited? I shall be told that this capacity may be better employed on the phenomena of natural science; the results will be more profitable. Leaving aside the consideration that the Society's own scheme for dealing with the enormous, the unequalled wealth and variety of English sounds is a scheme which at least demands close attention, and which exercises both eye and ear, there seems no sufficient case made out for the substitution of a species of Josh Billings' English, fantastic and uncouth as it is to a degree, for the sake of the coming generation. Practical teachers are well aware that a considerable number of children, apart from acknowledged defectives, have dull senses, so dull that probably even 'simplified' spelling would afford grave difficulties. In all our great centres of population this dullness is admitted by observant teachers. The remedy lies in breeding few, or none, of such children; in keener attention to eugenics; in better housing, feeding, clothing; in greater cleanliness and correct breathing. And at the present moment we need to act on the assumption that many such dull

children can be drafted into occupations and technical callings at an earlier age than at present, since it is often found that they are or can become quite clever at manual work. We do not write down opera for the unmusical or alter it to their pitch of appreciation. Those who lack the sense of form and colour can easily dispense with pictures, or enjoy within the limits of their capacity.

Who has not been at the side of people almost indifferent to the beauty of a view, less often to the pleasures of the table? This cry to alter the written language for the sake of posterity strikes some of us as unreal and unjustifiable. The ordinary capacity attains; what solid advantage will the subnormal child reap? Is a year of his life of special advantage to the community in any way whatever? The subnormal need to be improved off the face of the earth. The more one reflects, the less need does there appear to maul the language for the very dubious advantage that might result.

#### THE GREATNESS OF ENGLISH.

It seems to me that one could hardly be better employed at the present moment than in teaching the English people the facts about their language, helping them, especially the teachers, to realize where English stands amongst other languages, why an enduring and endurable reform of its spelling is a task of extraordinary difficulty.

For at least 250 years French has been the most important language for diplomacy, travel, culture, in the Western civilization. French critics were the arbiters of literature, of taste, of art. No one could lay claim to culture and be ignorant of French. Nor can he yet. But the rise of the modern industrial system, the extension of commerce and colonization, the independence and amazing growth of the United States, have dethroned French from its premier position among the nations, and awarded that position to English. Putting to one side

the inherent beauties or excellences of the chief languages—English, French, German—the fact remains that English is the language, not only of England, but of the United States; of a large number of colonies destined to become nations in a not very distant future; it is also the official language of India, where so many languages and dialects are spoken that a common language used by the ruling classes of a congeries of States has been found astonishingly convenient; English is the official language of Egypt. A dispute is proceeding in South Africa as to whether English or Dutch shall have the pre-eminence. At the moment of writing, supremacy has been awarded to Dutch. The English have always been slow to force their language and laws on the peoples for whose government they have assumed responsibility. Patience, even indifference, are characteristic of their rule. Our political rivals sometimes insist that this is part of a deep-laid plot, whereas it is simply an outcome of a determination not to be too fussy and interfering. As long as the Dual Control existed in Egypt, French was the official language; after its conclusion, French remained practically undisturbed in the public schools. But Egyptian parents grasped the trend of affairs, and in the interests of their children petitioned that these should be taught English. It will be matter of astonishment if the controversy in South Africa does not end in a similar way. Five years ago French was compulsory and English optional in certain German secondary schools. These positions have been reversed, not because the Germans love us or our language better than they love the French and their language, but because they have been quick to appreciate the changes that have occurred in *Weltpolitik*, in the relative importance of English and French. German trade and its extension is their great idol, to which much is sacrificed.

The language difficulty in international conferences is very great; I have for some years made a point of occasionally asking

delegates how it is overcome. They are fairly unanimous that English occupies first place, and that the services of interpreters obviate most of the difficulties, more than the use of any other language or pretended (artificial) language can achieve. We have it on good authority that since the Chinese revolution began, dating from the Boxer rising, any Englishman can make a fair living in China by teaching his own language. When Sir Ernest Shackleton was lecturing two or three years ago on the Antarctic Expedition, in Scandinavia, I was bold enough to ask what language he used, since very few English people know Swedish, Norwegian, and Danish, sufficiently well for lecturing purposes. I still possess the answer of his secretary: Sir Ernest lectured in English, and the services of an interpreter were requisitioned. Whoever wants to reform English must remember that English has attained this great position in its classic dress, in that old spelling which Dr. Lounsbury, Dr. Calvin Thomas, and other Americans, soundly belabour for us, telling us that they have a mission 'to propagate intelligence among the educated classes'; they taunt us with shamelessness in seeking to defend the existing orthography, allude to the nudity of the knowledge and nakedness of the ignorance of those who are slow to fall into line with them and clamour for the 'nyu speling.'

It is very difficult to defend English spelling. But at least it is worth the while of every teacher of modern languages to examine very briefly the excellences of English, in what lies its undoubted superiority, before attempting to fling it into the melting-pot of spelling reform as proposed by the Great Russell Street Society.

English has a minimum of grammatical concord, and the absence of this characteristic renders its acquisition comparatively easy. The more barbarous a language, the more numerous its rules, declensions, conjugations. We are told that the grammar of Zulu, Bantu, and other languages of backward peoples, is highly involved, that particles denoting gender or the plural

number have sometimes to be prefixed or affixed, sometimes they are even put in the middle of almost every word of a sentence. The more barbarous the language—it can hardly be repeated too often—the more full, precise, undeviating, is the concord. Grammatical concord is an absurdity, and, like the House of Lords in 1649, it may well be voted down as ‘useless, dangerous (to sanity), and unnecessary.’ In modern European languages—German, French, and Italian—a high place is assigned to concord, especially German. A native of the Fatherland frankly observed that every man *might* make a cathedral of the noble German tongue, but most merely made a tangled jungle. Verbs that govern the nominative, the genitive, dative, or accusative; or that govern either dative or accusative according to set rules or meanings; verbs that

have separable and inseparable particles; the position of the past participle with regard to the auxiliary in simple sentences, in clauses introduced by a relative pronoun and adverbial conjunction; the existence of three grammatical genders and the failure to delimit their three spheres of practical usefulness, with the result that *woman* and *girl* are neuter, the *sun* and the *table* are feminine, the *moon* masculine, and so forth. From the point of view of common-sense it is all preposterous nonsense; it uses up bright intelligence which might be devoted to the acquisition or expression of ideas. So fully do the Germans realize that theirs can never be a world-language, that ever since they have grasped the fact that French will be superseded they have been in the front rank in inventing artificial languages to take its place.

C. S. BREMNER.

(*To be continued.*)

## LANGUAGE-STUDY IN SCOTLAND.

THE Report on Secondary Education in Scotland for the year 1913 should be read by every teacher employed in the secondary schools in Britain; it costs only 3½d., and it is a mine of helpful suggestions. In addition to English, the following languages are discussed: French, German, Latin, Greek, Spanish, and Gaelic.

Of these, French and German are treated with considerable fullness. Gaelic is disposed of in a short paragraph; it is evidently a dying tongue. Neither sentiment nor tradition will save it from decay. The study of Spanish is extending, and a substantial increase in the number of candidates for examination in that tongue is confidently expected. The indications of a revived interest in Greek are becoming more and more pronounced, and the hope is expressed that ere long all pupils of advanced Latin may be found carrying on the collateral and closely-related study of Greek. The high standard attained in many Scottish schools is attributed to the whole-hearted zest of the teachers. It is

astonishing how rapid is the progress that may be made in Greek, especially when accident and continuous composition receive adequate attention. Latin still suffers in many cases from the doubtful competence of the junior teachers, though there is evidence of attempts being made to apply to this language the newer methods of teaching. ‘Free translation’ is evidently liable to some abuse, but the usefulness of systematic practice in oral composition is strongly urged by the Education Department.

German is still far from being popular, but it is receiving more attention than formerly. The number of candidates shows a very decided increase, and the percentage of passes is fairly high, as one would expect from the fact that the teachers are usually well qualified. There are, however, a number of important schools where no provision is made for the study of German; in others, the facilities for specialization are often quite insufficient. These shortcomings are re-

ceiving the attention of the administration, for the Scottish regulations demand a fair field for German in State-aided secondary schools. Grammar continues to be far from satisfactory; oral discipline is often neglected; and in the higher classes there is an 'almost total inability to enter into the spirit and sentiment of German lyric poetry.' In a test of idiomatic rendering, the sentence, 'You will oblige me by posting this parcel,' proved a general stumbling-block.

The popularity of French remains unabated, for reasons that are not always associated with the educational value of the language. Too many schools merely move along what is supposed to be the line of least resistance, and consequently the teachers of French have often to deal with less promising material than that which falls to the teachers of Greek or German. The results are not always gratifying; Cinderella refuses to play the part of Gloriana. The newer teachers are generally competent from the point of view of conversational power; 'what is more often wanting is rather exact scholarship and a higher degree of intellectual culture.' Many of these teachers have graduated with honours in Modern Languages, and it may be doubted whether the intensive study of these branches at Scottish Universities is based upon a sufficiency of general attainment. There are too many teachers of French and German who appear to know little else. Nevertheless, it is perhaps unwise to dogmatize on this subject. 'It must not be forgotten that in Scotland the advent of French and German to University rank is a matter of very recent history indeed, and that the consequences of their promotion cannot in the nature of things be fully felt until a period of years has elapsed.' Till then the teachers of French in Scotland will have to bear in mind that fluency and correctness in conversation may be concomitant with vague and unscientific methods of teaching, and with loose and unscholarly habits of thought.

The plethora of published texts is prob-

ably responsible for many errors of judgment in the choice of reading matter. No apology need be made for quoting the following paragraph:

'Generally the books appear to be selected in a more or less haphazard manner rather than with any definite and clearly-thought-out purpose. In the highest classes the prime favourites are: *Les Femmes Savantes*, *Le Cid*, *La Terre Qui Meurt*, *Servitude et Grandeur Militaires*, *Fables de La Fontaine*, *L'Avare*, and, less frequently, *Hernani* and *Pêcheur d'Islande*. Daudet is still read, but the great vogue of *Les Lettres de Mon Moulin* seems to have declined. Racine is sometimes to be met with, though, perhaps hardly so often as one would wish; and Corneille, apart from *Le Cid*, is occasionally in evidence. Other writers drawn upon range from Rousseau to Georges Ohnet. . . . At the stage of the Intermediate Certificate the pupils, though naturally reading much less, have perhaps quite as varied material. It ranges from *Contes et Légendes* to *L'Avare* and *Le Bourgeois Gentilhomme*—the latter surely too difficult for the average Intermediate candidate. In point of popularity old friends seem to take first place, the list being headed by *Le Voyage de Monsieur Perrichon*, *Le Roi des Montagnes*, *Fables de La Fontaine*, *La Dernière Classe*, and *Le Petit Chose à l'École*. Apart from La Fontaine, poetry seldom appears for reading, although a certain amount is, of course, learned by heart. It seems to be doubtful whether the plan of reading, partly intensively, partly extensively, is widely followed.'

The subject of Phonetics continues to be unduly neglected. 'It is a disgraceful fact that there are third-year classes, to go no higher, which do not know with accuracy how many nasal vowels exist in French and what are the common ways of representing these in writing.' In connection with pronunciation it is satisfactory to find emphatic evidence of the excellent work accomplished by the young Frenchmen who have come over to serve

as assistants under the arrangement made with the French Government. But the services of these auxiliaries are not always utilized to the full, as, for example, when they are shut up alone with their classes, the ordinary teachers holding aloof.

The results in the lower stages are regarded as revealing clearly the gains and losses of the Direct Method. It is pointed out that under the present régime there is a danger that the teacher will rest satisfied if he turns out his pupils at sixteen or seventeen with such a knowledge of French as a French child possesses at six or seven. On the other hand, the results in Free Composition may be pronounced a triumph for the New Methodists; the work was surprisingly good. It is in translation into English that the weaker side of the New Method was most conspicuous; the comments of the revisers are all to the same effect—'crude English,' 'no attempt at style,' 'bald construes,' 'unintelligible,' 'ridiculous blunders.'

At the higher stage Free Composition was somewhat crude and immature, and the following hints may be useful to some teachers: 'There can be no more fruitful exercise than at the end of a reading lesson to require of the pupil a summary of what he has read, the outline of a narrative, the thread of an argument, the sentiment of a poem. Such work is, of course, even more imperative on the English

teacher, but the Modern Language teacher cannot relegate it to his colleague. He is bound to make his class not only talk French, but think in French.'

Space does not, on this occasion, admit of any detailed reference to the teaching of English; it appears to be improving, and the Report contains many sound recommendations for its further advancement. On the general question of language-study the Scotch Education Department seems to be guided by two principles—that all languages should have equal opportunity, and that when a language is studied sufficient time should be devoted to its pursuit. The degree of encouragement that should be given to non-linguistic courses for those 'who look miserable in a language class' appears to be still undetermined. But over-devotion to linguistic study on the part of young pupils is most emphatically censured. 'It would be difficult to find language strong enough to condemn the practice of turning such pupils loose upon two foreign languages simultaneously.' It is unfortunate, therefore, that this reprehensible practice should be so widespread, and that the proposed revision of grammatical terminology has in some quarters been wrongly regarded as a means of facilitating such a procedure.

W. B.

## IMPRESSIONS OF A FIRST VISIT TO HOLLAND AND GERMANY.\*

AMERICANS and flying visits are nowadays synonymous; but the visit we paid to Holland and Germany during our Whitsuntide vacation would certainly equal any American tour in rapidity. In ten days we travelled 2,000 miles, visited 15 towns, walked through a part of the Black Forest, and sailed down the Rhine.

Sailing into Rotterdam, we were struck by the size of its harbours, and the great amount of its shipping. On disembarking, the first things we noticed were the

badly paved streets and the varied styles of the houses; no two buildings are similar in style. Many of the streets are very picturesque; on one side one has a row of shops and on the other a footpath, shaded with trees, running along the edge of a canal. It is very quaint to see a windmill in a principal street of such a busy town.

We were unfortunate in seeing the Hague under the worst possible conditions, as it was raining in torrents during the whole of our stay; but we could not help remark-

\* See p. 203 (No. 6).

ing the lovely way in which the town is laid out. Trees are to be seen everywhere, and nearly all the monuments stand in open spaces rendered more conspicuous by the artistic arrangement of the many beautifully coloured flowers planted around them. To the sightseer the Hague is far more interesting than Rotterdam. Its picture gallery, the 'Mauritshuis,' though small, contains such masterpieces as Rembrandt's 'Lesson in Anatomy,' and 'Saul and David;' A 'Madonna' by Murillo; the well-known painting 'The Bull,' by Potter; as well as works by Rubens, Franz Hals, Steen, and Jordans. To the average person, the Hague is associated with the Peace Conferences. The Conference of 1897 was held in the Ball-room of the 'House in the Wood.' The walls and ceiling of this room are covered with paintings executed by four of Rubens' pupils. It is interesting to note that the painting on the door through which the delegates entered, represents 'Strength and Wisdom' opening a door for 'Peace' to enter. This was painted 250 years before the room was used for the Conference. The House also contains some priceless Chinese and Japanese treasures, the gifts of Emperors and Princes. The second Peace Conference was held in the 'Ridderzaal'—a building dating from the seventeenth century—now used for the opening of Parliament by the Queen. On our way to Scheveningen we saw the New Peace Palace—the gift of Carnegie—which has just been opened. Scheveningen, which is about two miles from the Hague, may be reached by tram. The greater part of the route lies in a wood in which are situated the elegant villas occupied by the fashionable populace of the town.

It is generally held that travelling on State railways is slow and uncomfortable; our experience however, goes to prove the reverse. Though the third-class carriages are far less luxurious than in England, and though the trains do not run as smoothly, we found that the general arrangements for travel were very good, and left little to

be desired. It is strange to find the platforms only a little higher than the rails. After crossing the frontier, one cannot help observing the air of officialdom which seems to pervade Germany. Everyone who holds any official position has a uniform, which he is proud to wear. Even sweeps and road cleaners have a special dress. An air of extreme politeness is also to be noticed; all the gentlemen raise their hats to one another, and even when asking a policeman a direction they salute him before speaking and on leaving. It is pretty to see girls—up to the age of about fifteen—curtseying to their elders. Both in Holland and Germany we were struck by the absence of pipe-smoking; nearly every one smokes cigars, and we were astonished to see porters, fishermen, and carters smoking them. The style of dress varies but little from our own, but in general the Germans do not appear as smart as the average Englishman or woman.

The first town we visited was Düsseldorf, which is one of the best planned garden cities of Germany. Every street is lined with trees, under which the outside cafés are situated. It is a marvel of town planning to have such a beautiful park as the 'Hofgarten' in the centre of an industrial town of this size—Düsseldorf has over 200,000 inhabitants.

Waterways, elegant statues, and continually playing fountains form a contrast to the surrounding greenery. In the evening we got a good idea of the Continental Sunday, and were able to observe how the majority of the people use the 'Bier Garten' as a meeting-place. Whole families are to be seen seated at the tables under the trees listening to the band, and sipping beer. This may be accounted for by the fact that the majority of the inhabitants dwell in flats, a system which greatly reduces the area of the town, but bars the tenants from the luxury of having private gardens. In Düsseldorf there is an entire absence of smoke, caused by the use of stoves in the houses, and by the works being situated outside the town.

Frankfurt (the next town we visited), is

an entire contrast to Düsseldorf, in that it is a combination of an old and a new town. Historically the old town is full of interest, and the new town is very attractive from an architectural point of view. Here—as in all the other towns we visited—we were struck by the variety of the styles of building. The designs of the houses, as far as we could judge from the outside, are greatly in advance of anything to be found in English towns. The public buildings are massive and placed in conspicuous positions, and seem to be much more numerous than over here. In the evening we went to the 'Opera,' which is a lovely building, and were able to realize the advantage of having the theatres partly supported by the rates. Heidelberg gave us an insight into University life, and we were interested to see the 'Varsity Prison—the 'Carcer'—with its many inscriptions. It is remarkable to observe the great freedom which the German University student possesses, and one is able to realize the necessity for the student corps in the maintenance of discipline, which they enforce, when necessary, by duelling. We fail, however, to see any other advantage to be gained by this form of sport. Every corps has its special cap and colours, and its peculiar form of salutation; but not only do University students wear these caps, but schoolboys are also to be seen in similar headgear. At the cafés frequented by the students, small banners, bearing the colours of the corps, are placed on the tables reserved for the various corps. One of the finest views in the world is to be obtained from the castle terrace at Heidelberg. The castle overlooks the town which is situated in the valley below. The River Neckar, which runs through the town, can be followed until it joins the Rhine, which is to be seen in the distance. The whole picture is framed by the mountains, which rise on either side. Heidelberg is an old town, and does not contain any very strikingly beautiful buildings. The streets in the oldest part of the town are very narrow, and the oldest house dates back to 1560. Its situation and old-worldness

render this beautiful little town very attractive, and it was with a feeling something akin to sadness that we started to Karlsruhe.

The 'Residenz Stadt' of the Grand Duchy of Baden has, at the present moment, an especial interest, as it was at Karlsruhe that the betrothal of the Kaiser's daughter was officially announced. The town itself is built on a unique plan. All the streets run towards the royal castle like the ribs of a fan. Here, as elsewhere, we were struck by the numerous open spaces and by the variety in the forms of architecture.

The Technical University is a massive building with no pretension to beauty, but the various departments are extremely well equipped. The idea of the students being obliged to do some original research before they can obtain their degree seems good. Leaving Karlsruhe we entrained for Gernsbach, from where we started our walk through the Black Forest. After steadily ascending for about a mile, we obtained a most beautiful view of the town and surrounding country. No words of ours can describe the beauties of the Black Forest. When one looked into the woods on either side of the road, the trees and foliage were so thick that it was quite dark, and we realized the appropriateness of its name. At all the cross-roads signs are put up to tell the tourist his way, and to indicate if the road is fit for driving or ski-ing or if it is hard walking. This is done because of the great interest taken in walking. Whole families don an almost Tirolian dress and set out on a walking tour. They tramp for miles, carrying their meals in knapsacks on their shoulders. From the tower of the ruined castle overlooking Baden Baden, a most beautiful panorama of Baden and the Black Forest can be obtained.

Baden is very similar to Matlock or Harrogate, and is famous for its natural hot waters; so hot are they as to be almost undrinkable. The hall in which they are taken is a beautiful building. Baden is beautifully laid out and has the

advantage of having a stream rippling through its lovely gardens. The hotels are like palaces in their style of architecture, and many new ones are being built. It is an expensive place, but people who live in such a beautiful town must of necessity pay for it.

Everything is done to attract English and American visitors. There are tennis courts and golf links, and one may go for trips in the Zeppelin, which is housed at Baden-Oos. We were struck by the progress that has been made in aviation in Germany. We saw Zeppelins at Baden, Cöln, and Wiesbaden, and the Prinz Heinrich flying week was taking place at Karlsruhe. Wiesbaden is not unlike Baden, but possesses finer shops. Shops line one side of the Wilhelmstrasse—the principal street—whilst the path on the other side is beautifully sheltered by an avenue of trees, beyond which are the gardens, in which are situated the Opera House and the Kurhaus. The latter is one of the finest buildings we have ever seen. It would equal an English club in comfort. There are well-ordered reading and writing rooms, a library, and many smaller rooms, where one may repose or play games. Then there are the concert halls and a magnificent dining-room. The smaller rooms, which are used for sitting-out rooms when dances are held in the Kurhaus, are furnished in various ways.

Some of them are upholstered in Louis XIV. style, some are modernly luxurious. In the gardens a band plays in the afternoon and evening, and all the élite of the town gather there to listen to the music.

Mannheim, which is built on the American plan, possesses some very fine streets and squares, but it is mainly a manufacturing town.

For our sail down the Rhine we embarked at Biebrich. The ruins of castles standing on rocky edifices with almost a straight drop from the walls into the water, look beautiful from the river, and cannot fail to impress the traveller with an admiration for the past. The banks, which are fairly steep, are absolutely

covered with vines. Every place where there is soil is used for this purpose. The hillsides are simply covered with them for miles.

At Coblenz, where a tributary joins the Rhine, there is a statue of the Emperor Frederick. It is colossal in size and position, towering high above the town, although only built on a level with it. Long before Cöln is reached the spires of its cathedral can be seen. It is a magnificent place, the exterior being really more imposing than the interior. The part of the town surrounding the cathedral is very old, and the streets very narrow and rather dirty. The town is built in rings with the cathedral as a centre; the newer parts, built on the site of the old fortifications, are very fine, and similar to the other towns.

One of the things most noticed in the towns was the absence of poorly-dressed people; and the slums, if they exist, are all hidden from the view of the casual visitor. The latter may be accounted for by the fact that the poorer people live in flats. The mode of flat life, which is led by poor as well as rich, may account for the non-existence of alleys and poor houses. Each family dwells in a single story of a house and not in a separate domicile as in England; the houses are, therefore, large, and of a good appearance. This, added to the fact that the stoves give but little smoke, makes German towns more handsome and cleaner than most English towns. We can, of course, only speak of the towns we saw, and fully realize that they are some of the finest of the German cities.

The general impression that one gets as one travels through Germany is that of the youthful vitality of the country. On all hands new works are being built, railways are being laid, new schools are springing up, and the whole land seems to be animated with the vigour of adolescence. The people have certainly made the most of the forty years, during which they have been bound together; nor is the period of their advance passed.

Agriculture, though flourishing all over the country, seems more backward than in England. It is strange to see oxen and cows pulling an old form of wooden plough, and dogs being used to draw small carts.

Everywhere we were struck by the cordial manner in which we were received. Arrangements had been made for us to be met at nearly all the towns we visited, and no reception could have been more friendly or courteous than that given to us by all the German and Dutch people we had the privilege to meet. They thought nothing of giving up the whole day to conduct us round their town, and

in most cases they brought their families and friends to welcome us, and arranged most lavishly for our entertainment. It was delightful to notice the great pride they took in their towns and in their country. That is perhaps the most lasting impression we have—the impression of the civic and national patriotism which burns in the heart of every well-disciplined German.

‘High things of strong-souled men  
that love their land.’

J. HANDLEY.  
H. A. ENRIGHT.

### UNIVERSITY APPOINTMENTS IN MODERN LANGUAGES.

THE Sub-Committee appointed to investigate and report on the above question is now constituted as follows: Rev. Dr. Macgowan (chairman), Professors Atkins, Fiedler, Priebisch, Robertson, and Salmon. Messrs. J. G. Anderson (convener), Cloudesley Brereton, and G. F. Bridge. The Sub-Committee has drawn up a *questionnaire* to be sent to various persons (see p. 27), but owing to the expense involved, the Executive Committee has decided that it shall be published in MODERN LANGUAGE TEACHING instead of being sent to all members of the Association. Members interested in the question are requested to send in their answers signed as soon as possible to the Honorary Secretary.

#### ‘QUESTIONNAIRE’ ON THE APPOINTMENT OF FOREIGNERS TO UNIVERSITY POSTS IN MODERN LANGUAGES.

DEAR SIR OR MADAM,

The General Committee of  
the Modern Language Association

having appointed a Sub-Committee to ‘investigate the facts and report on the question of University appointments in Modern Languages,’ the Sub-Committee have decided to send out the following *questionnaire*.

It is hoped you will assist them by filling it in as fully as possible. It will be noticed that the *questionnaire* falls roughly into two sections: One concerns all who are interested in the question of the teaching of Modern Languages in this country, and the other only those who have had to deal with actual appointments.

All answers will be treated as strictly confidential.

Yours faithfully,

(Signed) W. S. MACGOWAN,

*Chairman of Committees.*

57a, Dean Street, Soho, W.

October, 1913.

#### I. GENERAL.

1. Do you favour encouraging scholars to enter upon a definite academic career by filling the University Chairs and Lectureships from the ranks of British

scholars rather than by recruiting from foreign sources?

2. Do you consider that the discouragement of British candidates by the appointment of foreigners has a detrimental effect on the study of Modern Languages in general?

3. Do you consider that the ultimate ideal to be kept in view is the maintenance of a professoriate recruited, as a rule, from abroad; or the building up of a professoriate composed (a) entirely, or (b) in the main, of British teachers?

4. If you consider that the presence of foreigners on the Modern Language staff of a University is desirable, would your views be met by the appointment of a 'Lektor' or 'Assistant' in each case, as is done in Continental Universities?

5. What do you consider to be the order of importance in the following qualifications for a University Chair or Lectureship?—Scholarship (degree), research and published work, teaching power, command of the foreign language, command of the English language.

6. Apart from the foregoing considerations, to what extent would you regard as preponderating factors in the making of appointments the greater interest to be expected from the British Professor in his own national life, and in the characters and careers of his pupils, as well as his better understanding of their needs and difficulties?

7. To what extent do you consider that a lack of previous residence in England and an insufficient knowledge of the English language constitute a serious objection to the appointment of a foreigner?

## II. SPECIAL.

1. If you have taken part in an election which resulted in the appointment of a foreigner, would you state the advantages which were thought to accrue from the said appointment?

2. If it was thought that none of the English candidates were suitable, were they rejected on general principles, or for definite linguistic or academic reasons?

## CORRESPONDENCE.

### CORRECTION.

I must apologize to the readers of MODERN LANGUAGE TEACHING for at least one misprint in my last article which evaded our revision and sounds too much like a queer barbarism, and I beg then to insert the two letters which were left out in the word *anathématisé* (p. 180, first column).—I am, yours truly,

L. C.

### GRAMMATICAL TERMINOLOGY.

As I frequently receive letters of inquiry as to where the Report of the *Joint Committee on Grammatical Terminology* can be procured, may I be permitted through your columns to say to all who are interested in this movement that the Report may be purchased from the publisher,

Mr. John Murray, 50A, Albemarle Street, London, W., at the price of 6d.

E. A. SONNENSCHIEIN.

### MODERN LANGUAGE COMMERCIAL MANUALS.

With reference to your correspondence in No. 5, p. 169, I should like to draw your correspondent's attention to the Hooper-Graham series of Modern Manuals of Commerce—French, German, and Spanish—which, I think, contain everything essential of the higher commercial technique.

I enclose the preface to this series of commercial handbooks, but Messrs. Macmillan and Co. will forward to your correspondent some specimen copies for review if he will apply.

GEO. A. S. OLIVER.

## FROM HERE AND THERE.

MR. E. D. BREUL, B.A. (Cantab.), F.S.S., English and German 'lecteur' at the Faculté Libre de Théologie Protestante, Montauban (T. et G.), has been appointed 'lecteur d'Anglais' at the Faculté des Lettres, University of Toulouse, the appointment dating from November, 1913. Mr. Breul will still retain his Montauban appointments.



The Rev. Dr. W. S. Macgowan has been delivering a course of sermons at St. Anne's, Soho, on 'The Work and Witness of Women as Interpreters of the Mind of Christ.' The last, 'Octavia Hill,' will be preached on November 23. The others have been : Elizabeth Fry, Florence Nightingale, and Josephine Butler.



On October 28 Mr. Cloudesley Brereton read a paper at the Conference of Employers of Labour, on 'Co-operation between the School and the Employer,' in which he showed that a complete system of education must deal not merely with preparation for life, but also preparation for livelihood.



The Head Master of Winchester seems to be in favour of beginning German before French.

In reference to his speech to the Church Congress, recommending schoolboys to attack German before they have lost the taste for grammar, the *Guardian* (October 11) says 'that if English schoolmasters would endeavour to teach German and other tongues with a good deal less insistence upon grammar they would be more generally successful in the linguistic part of their work. It is only the very precise and well-regulated mind which can acquire a language by the slow, tedious, and disheartening method of the grammarian, and most of us are dowered with what, from the pedagogical point of view, are ill-regulated minds. It is perfectly possible to speak and write three or four

languages correctly without knowing the difference between a preposition and a past participle even in one's Mother-tongue. Grammar and its hideous and distracting terminology are chiefly responsible for the Englishman's failure as a linguist.' The writer takes no account of the mental discipline involved in grammatical study, and seems to aim at nothing higher than courier French.



## INSTITUT FRANÇAIS DE LONDRES.

A gathering which cannot fail to interest readers of MODERN LANGUAGE TEACHING was held on the evening of October 1 at the Institut Français de Londres, Marble Arch House, which stands close to the monument whose name it bears. Hundreds of London teachers had been invited to the 'At Home,' and, though many were prevented from attending by reason of the heavy press of work the opening of term laid upon them, the *salle de conférence* was filled with a crowd of teachers and educationalists. In the absence of Sir George Askwith, chairman of the Council of the French Institute, whose official duties kept him in Dublin, and of Sir Arthur Downes, chairman of the educational sub-committee, Dr. Macgowan, chairman of the Modern Language Association, took the chair. Telegrams were read from Sir George Askwith and from Sir Arthur Downes expressing their regret at being unable to be present, and extending a hearty welcome to all the guests assembled.

Sir James Yoxall, in addressing the audience, said that the support he always gave so readily to any movement for the spread of French culture was the expression of heartfelt gratitude for all he had received in France and in French thought and literature. Mr. Cloudesley Brereton assured those who were new to the atmosphere of Marble Arch House, that in it was found not only the very best teaching, but the very smile of the nation. There

they would learn not merely 'French without tears,' but 'French with a smile!'

Monsieur Karminski, as a member of the Council, welcomed the gathering, which he addressed in French; and Monsieur Albert Schatz, the Director, whom the University of Lille has appointed to represent it, also spoke in French, and assured his listeners that everything that could be done to make the Institute of real service to English students of French would be done, so far as it lay in the power of the University and the staff in whose name he spoke. The most important point emphasized by nearly all the speakers was the unique advantage of being able to work for diplomas in French without leaving the home country, as the 'Institut' will prepare students for the 'Certificate in French' of the University of London and for the Baccalauréat.

The first part of the evening was made enjoyable by an hour of beautiful music and recitation by gifted artists, and the last part by refreshments in the Library, on the ground floor of the house, which room is offered from October 6 onwards as an informal Club, to be known as the 'Cercle Anglo-Français,' subscription to which will be the modest sum of 5s. for the year. Its members will taste French

wit and culture in this way, and it will be most surprising if after this they do not wish to hear and know more.



The Franco-British Travel Union held its first Congress from September 23 to 26. It discussed the disagreeable formalities of the Custom-house, the desirability of the Channel Tunnel, the guest-room in French houses, and many other subjects, among which was one that should interest Modern Language teachers. This was the encouragement of educational travel, from lack of which the work of Modern Language specialists has been rendered so difficult in the past. We hope to return to this subject in the future, when we have more space at our command.



*The Collected Papers of Henry Sweet*, edited by H. C. Wyld, will be published shortly by the Oxford University Press. The volume contains papers written by Professor Sweet extending over a period of thirty and more years. All are philological, except a long essay on Shelley's nature poetry, read to the Shelley Society but never published. A large part of the book is devoted to phonetics, in the study of which Sweet was a pioneer.

## REVIEWS.

*Schiller: Die Braut von Messina.* Edited by Karl Breul. [Pitt Press Series.] Cambridge: at the University Press. 1913.

Professor Breul's merits as editor and interpreter of German Classics are too familiar from his former editions to require special eulogy on this occasion. The present one will certainly add to his reputation as a scholar, and prove of great service to the English student who wishes to make an objective study of one which is certainly not the least interesting of Schiller's plays. In an elaborate Introduction, whose eleven chapters pass by no topic of importance to the critic, and in a

rich series of Notes and Appendices he has spared no pains to lay before the reader in a succinct form all the fruits of critical research devoted to his subject. All that can reasonably be expected of a single edition is offered here, while those students who require more have the further path made smooth for them by a copious bibliography. The following remarks on points of detail are not intended in a spirit of carping, but only to discharge the obvious duty of a critic in drawing attention to minor weaknesses which are capable of remedy:

The otherwise excellent and illuminating Critical Discussion of the play seems

rather to gloss over the main difficulty of the *Braut*—namely, the very liberal employment of coincidence in the plot. (Two brothers fall in love with their unknown sister, whose acquaintance each makes by accident.) The assertion that *all* that follows from this coincidence ‘springs entirely from the characters of all the persons concerned’ certainly goes too far, and is contradicted, indeed, in the further assertion that, ‘even more than in Wallenstein, Schiller sieht den Menschen in des Lebens Drang Und wälzt die gröszre Hälfte seiner Schuld Den unglückseligen Gestirnen zu.’ The characters may indeed not be ‘mere tools in the hands of a blind Fate,’ but in spite of that they are certainly victims of coincidence. It may have been ‘lack of self-command’ which drove Beatrice to ‘disobey’ her fiancé (!), or Don Cesar to kill his brother without asking for explanations, but it is a little difficult for the reader to avoid a somewhat uncomfortable suspicion that here we have rather the skilful production of theatrical effect than the inevitable development of tragedy. In this unlucky use of coincidence Schiller undoubtedly went astray, and if in consequence he awoke to life the wretched brood of the Fate-tragedians, that is only another exemplification of his own saying:

‘Das eben ist der Fluch der bösen Tat,  
Dass sie, fortzeugend, immer Böses  
muss gebären.’

Of course, the failure of the piece in this sense is a matter of subordinate importance to the modern reader. The beauty of the *Braut* is quite individual, but very real; it does not depend on the degree of family resemblance to Greek ancestors. It is as if her creator had intended a beauty with a classic Greek profile, but produced instead one whose charming nose was of the snub variety. As she is really beautiful, the precise shape of her features is of little moment.

The chapter on versification (Metre) is decidedly not on the same high level as the preceding sections of the Introduction. Statements such as ‘In German poetry it

does not matter whether syllables are long or short,’ or, ‘The accentuation assigned to these (accented syllables) in verse should be the same as their accentuation in ordinary prose,’ are really out of date nowadays. Both are implicitly contradicted in the discussion of the line ‘Langsam kehrt die Besinnung ihr zurück’ (p. lxxvii), where on the one hand we hear that the ‘metrical length of langsam represents very effectively the slow recovery of the senses,’ on the other, that both this word’s syllables are accentuated by a compromise between natural stress and rhythmical stress. The remarks on Accuracy of Rhyme do not sufficiently distinguish between three different influences—namely, that of the literary usage of the day which permitted such inaccuracies as rhymes between long *e* and long *ä*, *ö* and *e*, *ü* and *i*; that of the Swabian dialect, and that of Middle German. Rhymes of the first sort prove nothing as regards Schiller’s own pronunciation, for even North Germans, like Bürger, condoned and used them. If Schiller pronounced both long *e* and *ä* as a close sound, he departed from his native dialect, which has both the close and the open sound—a fact which no reader could gather from the statement on p. lxxviii. Rhymes like Schweigen: schleichen are doubtless owing to Middle German influence, which, as Schiller lived so long in Middle Germany, may have been strong, more especially as such rhymes were used without compunction by Goethe; in this case they are perfect rhymes, median *g* being pronounced as a *voiceless* spirant, not, as affirmed by Dr. Breul, as a *voiced* one.

The statement (p. lxxxix), ‘The voiceless *ß* between vowels was pronounced by Schiller like the voiced *ß*,’ is either a bad misprint, or a very careless formulation of the truth. Median *s* is, of course, voiceless in South German, and it rhymes with *ß*, because in Swabian there was no difference between the two, all median spirants being of equal intensity. Dr. Breul’s statement can only convey to the uninitiated reader the idea that in South

German both of these signs are pronounced like English *z* in *razor*.

The notes are copious and instructive, but are open to one objection, that of giving rather much elementary grammatical information which is really irrelevant to the task of interpretation. The art of interpreting modern texts is, of course, a comparatively recent development from a much older application—that of interpreting classical and medieval texts. In consequence it is often overlooked that, whereas in the case, say, of the *Nibelungen*, the editor cannot assume any real practical knowledge of the language (*i.e.*, any real power of direct comprehension) on the part of the reader, in the case of a modern text he can, and it is strictly advisable that he should do so. The reader of a M.H.G. text does not resent etymological information in the notes, because it is very often the only means of comprehension on which he can depend. The reader of a modern text does resent such instruction as pointless, because it is so often unnecessary, when he can understand directly without recourse to philological method. How many readers of the *Braut von Messina* desire to be reminded while studying it that *Zwist* and *zwei* are etymologically connected? The person who does not know the meaning of *Zwist* would be much better employed spelling his way through a reader than a classic poem, and he who does know it does not care a fig about its etymology when he meets it in a work of art. It must not be forgotten that, fine instrument as it is in the hand of a scholar, philological method is only a surrogate for the direct comprehension of literature; it is only in place where there is no or little possibility of the latter. Where such possibility, as in the case of a modern living language, is great, grammar and etymology must be kept carefully in the background. It is because this is so often, even so systematically, overlooked, that their very names have a hateful sound in the ear of the general reader, who knows instinctively that there is a 'time for everything.'

Not only the student who does not care to make use of Kluge's etymological dictionary, but also he who is accustomed to do so, will continue to resent having fragments of it obtruded on his notice in commentaries to works of art. No user of a commentary who is interested in the æsthetic appreciation of literature will ever forgive a commentator who insists on giving him elementary information which either he already possesses or can have much better elsewhere, and it is for such people commentaries are really intended, not for those who merely wish to learn a language.

The Bibliography is of such generous proportions that one only suggests additions to it with diffidence, yet under the heading of Language and Metre we should have liked to find mention of Saran as well as Minor; and as Schiller's dialect is mentioned in the Introduction, we miss a reference to Pfeiderer's article in *P.B.B.*, 28, pp. 273 *et seq.* The last mentioned deals, of course, with Schiller's language in his early, not his later, period, but contains much information of use in appreciating the latter.

*A Tract on the Present State of English Pronunciation.* By ROBERT BRIDGES. At the Clarendon Press, 1913.

This is an interesting contribution to English Spelling Reform. It was originally a paper read to the English Association in 1910. It is now reprinted with a preface and sundry appendices, which more than double its size and add to its value, which was already considerable. It is a work which should be studied by all who are interested in the pronunciation of the Mother-tongue.

Disliking the modern phonetic systems of printing English because they were æsthetically ugly, and their symbols so far removed from the traditional spelling as to be unintelligible to persons who could read all the historic forms of spelling, the Poet Laureate ventured to maintain that it was possible to invent a phonetic alphabet which should be pleasant to the artistic sense, and readable on the lines of

our historic spelling; and, moreover, that such a scheme might preserve the Roman value of the vowels, and also serve to check the progressive deterioration of our pronunciation, if not to restore some lost distinctions of practical value. In other words, his object was to urge that phonetic spelling should be more conservative and less conventional than that which phoneticians generally favour. He holds that phonetic writing need not be so revolutionary as to be illegible without special study of special symbols. The main argument of the essay is: (1) That the present state of English pronunciation is critical; and that the conversational speech of Southern England is fixing a degraded form. (2) That it is probable that some form of phonetic spelling will soon be introduced into our primary schools. (3) That these two things, taken together, constitute a serious danger, because there are evident signs that the method of the new Phonetic is to stereotype the degraded conversational forms. 'Is English pronunciation at the present time on the road to ruin?' he asks; 'and, if so, can anything be done, to save it?' It is clear that the author gives an affirmative answer to both questions.

The first point dealt with is the degradation of the unaccented vowel, the final syllable of *danger* represented by *e* in the I.P.A. alphabet. In South English these unaccented vowels are now nearly all pronounced alike. In the *Phonetic Dictionary*, by Michaelis and Jones, *firma-ment* and *observatory* are pronounced *fœmément* and *ebze:veteri*. Dr. Bridges heaps ridicule on this by supplying for such sounds, in a number of words, the Victorian spelling *er* as *erfeshern* for *affection*. He maintains that all this is due to lazy habits of speech, to clumsiness and sluggishness of the lips, to imperfect training in articulation. These same vowels are pronounced carefully in the North.

Again, the author would wish to see the present spelling *-ation* preserved, and consequently explained in grammars.

His object in this particular instance is to stop the palatizing degradation which is going on, as in *let you know*, which is commonly pronounced *letchuno*. He traverses the linguistic theory that phonetic decay is a natural process which cannot be stopped, and shows that it is æsthetic nonsense. 'The filthiest things in Nature are as natural as the loveliest. Learning is contemptible that forbids us to see beauty in human speech, or to prefer one language to another on account of its beauty.' For Dr. Bridges, phonetic spelling is full of horrors, yet to arrest the decay that is daily removing the pronunciation farther and farther from the spelling, he considers that the sooner it is phonetized the better.

In the author's alphabet, part of which he borrows symbols from some of the older alphabets, there are fifty-eight symbols, exclusive of capitals, which he considers unnecessary. Each symbol has only one sound, but ten of them are duplicates, which he would allow for practical convenience, such as *c* and *k*, *sh* and *çh*. There are also fifteen ligatures, like *th*. This reduces the number of symbols to thirty-three. The duplicates and ligatures enable him to give preference to certain spellings on account of their legibility and literary fitness—e.g., *clas* instead of *klas*. Dr. Bridges, rightly, we think, objects to the phonetic notation *ai* for *eye*, and has transcribed it by a hooked *i*, because the first element is not a decided *a*. In a few words only, like *Isaiah* and *ay*, would he use *ai*. It should be noted, too, that there are only two *a*'s in his alphabet—the *a* (*α*) in *hat* and the *a* (*α*) in *father*. It is strange that he does not use the symbol *æ* at all. He would retain the *h* in *might*, etc., and the *k* in *know* and *back* because they are useful.

On pp. 32 and 33 a passage is given in the I.P.A. spelling facing the same passage in his own system. The comparison is entirely in favour of the latter, which looks English, in spite of its phonetic symbols; whereas the former has but little or no resemblance to English as

printed since the time of Chaucer. From an æsthetic point of view we consider the scheme of the Poet Laureate to be a success. The printed page is pleasant to the eye, and the cursive is also satisfactory—much more satisfactory than that of the International Phonetic Association.

It is to be hoped that the question of a phonetic spelling for English will be taken up seriously, because if a good one is not found, the alphabet of the I.P.A. will soon be in our Board Schools. Finally, we agree with the dictum: 'Spell as you wish to pronounce, then pronounce as you spell.'

*Phonetic Spelling.* A proposed Universal Alphabet. By SIR HARRY JOHNSTON. Cambridge University Press, 1913.

With the author's desire to see English the universal language we fully sympathize, and though the chances of English are decidedly better, if we reform our spelling, than other languages, whether real or artificial, yet patriotic jealousy will probably prevent it from being officially accepted. Hence the popularity on the Continent of factitious absurdities like Esperanto. Nor do we think that a universal phonetic alphabet is a practical possibility. However, Sir Harry Johnston considers that to make English a universal language is a justification of his phonetic alphabet. He keeps two purposes in view: firstly, to show how his ideal alphabet may be used for the transcription of all languages about to use a phonetic system; and, secondly, to explain how it may be applied to English and various European languages. He lays down the principles of a perfect alphabet. *The letters should be easily distinguished by the eye.* He objects to *f* (*sh*) for this reason. 'Something more than dots or off strokes are require *It must be easily written.* Therefore he bars reversed *e* and *c* as likely, in cursive, to be confused with *s*, and, in fact, all reversed, italic or Greek letters which mar the pages. Other principles are: *logical, universally applicable, easy to print and read, and not too precious or finical.*

Sir Harry has borrowed largely from Lepsius and the International Phonetic Script, but he treats these and other systems in a rather cavalier fashion. 'A very serious bar, believe me, in the way of learning numerous important Asiatic languages is maintained by the pedants among our professors, schoolmasters, and Indian civil servants, who use their influence to retain, as a vehicle for the writing and printing of vernacular languages in Western and Southern Asia, the native alphabets in preference to the Latin letters.' 'Many of the authors of spelling systems have narrow views and limited experience.' We are afraid, as we shall show, that his errors are greater and his experience smaller than those whose systems he condemns. There are some good practical ideas in his book, but, as a phonetician, he is utterly untrustworthy. We cannot agree that 'Latin is the only rational alphabet,' and that all languages should be transcribed in it.

For the transcription of *all* languages the author uses fourteen diacritics, four clicks, thirty-three consonants, and fifteen vowels. Excluding unstressed vowels and vocalized *r* and *z*, there are only nineteen new letters in his system. This does not, *prima facie*, seem adequate. The explanation probably lies in the fact that he does not wish to be 'too finical or precious.' Of this we shall presently see some remarkable instances. We do not understand what he means by stressed and unstressed vowels marked respectively *ˉ* and *˘*. Does he not really mean long and short? The French printed page has a large number of vowels marked *ˉ*, and the English one few. We must admit that the English page looks well in print.

When we come to examine the author's knowledge of French pronunciation we meet with some amazing statements and transcriptions, which show that his French must be of the modern Stratford-att-Bowe variety. He makes no distinction between *è* and *é*. He will have it that the nasal vowel in *grand* is the same as in *bon*, and that those who pronounce them

differently would, in Paris, be considered provincial or *des rastaquouères*. Has some malicious Frenchman been pulling Sir Harry's leg? The misuse of *ɔ̃* for *ā* is one of the characteristics of the modern Parisian cockney. Probably, in half a century or so this pronunciation of the lower classes in Paris may be raised in social dignity, but meanwhile we shall go on pronouncing as before, at the risk of being dubbed a *rastaquouère*. The following are some of the more remarkable transcriptions in his book:

E. <i>man</i>	=mæn.	Fr. <i>femme</i>	=fæmm.
Fr. <i>pain</i>	=pæ.	Fr. <i>fin</i>	=fē.
Fr. <i>coin</i>	=kwā.	Fr. <i>coing</i>	=kwē.
Fr. <i>heureux</i>	=eré.	Fr. <i>Dieu</i>	=Die.
E. <i>but</i>	=bat.	Fr. <i>roi</i>	=rwa.
E. <i>who</i>	=hu.	E. <i>two</i>	=tū.
Fr. <i>après</i>	=āpr.	E. <i>calm</i>	=kam.

Comment is unnecessary. Sir Harry says that the S.S.S. have given no thought to the phonology of French before drawing up their formula. Sir Harry ought to have taken lessons in French pronunciation before attempting to transcribe it in his phonetic alphabet. It will hardly astonish our readers to be told that in German he neglects the glottal stop. It is difficult to understand how such a book should be allowed to have the imprimatur of the Cambridge University Press.

*The Pronunciation of English in Scotland.*

By WILLIAM GRANT, M.A. Cambridge:  
At the University Press. 1913.

This is a phonetic manual primarily intended for the use of students in Scottish training colleges. It is a thoroughly sound piece of work, and should prove interesting to all students of English, for there are numerous references to Southern English pronunciation, and the main differences are summarized in an Appendix. Foreigners would find the English pronunciation here explained, with its pure vowel sounds, much easier to acquire than the Southern English variety, and it is hoped that, when the question of phonetic spelling comes to be thoroughly examined, the superiority in some respects of Scottish

pronunciation will be admitted, and receive recognition. No one who has an ear for sounds, and is not prejudiced, can fail to see the superiority. Dr. Bridges, the Chaplain of King's College, Cambridge, and other recent writers and speakers, are of the same opinion. There are chapters on Stress, Quantity, and Intonation. The latter is an important point which has so far received scant treatment in phonetic manuals. Part II. contains phonetic transcription, and Part III. consists of questions and exercises. The book can be thoroughly recommended.

*Introduction to English, French, and German Phonetics, with Reading Lessons and Exercises.* By LAURA SOAMES. Third edition, revised and partly rewritten by WILHELM VIETOR.

*The Teacher's Manual: Part I., The Sounds of English; Part II., The Teacher's Method.* By LAURA SOAMES. Edited by WILHELM VIETOR. Second edition, revised and rewritten. Macmillan and Co.

Those who were acquainted with the first editions of Miss Soames's works will hardly recognize them in their new dress as edited by Dr. Viëtor. The chief change is that the alphabet of the I.P.A. has been adopted throughout, and this has necessitated the rewriting of a number of sections. The chief interest of the volumes lies in the treatment of English (only about 50 pages out of 470 are devoted to French and German). In this section the editor has been assisted by two well-known Southern English phoneticians, Professor Rippmann for the *Introduction* and Professor Savory for the *Manual*. Their contributions consist mainly of footnotes, indicating alternative or more modern pronunciations. Nothing could show better the rapid change that has taken place during the last ten years, and against which Dr. Bridges so vigorously protests in his *Present State of English Pronunciation*. Professor Rippmann is more moderate in his statements than Professor Savory, who gives in many cases an extremist transcription of Southern English pronunciation, which often comes perilously near the Cockney variety. We say this not by way of disparagement of

his work, but we deplore the tendencies which these transcriptions faithfully represent. With some of his transcriptions we do not agree—e.g., that the days of the week end generally in *di* instead of *de*, or that threepence is generally *θrepəns*. Why countenance such a degraded pronunciation as *grædʒuəl*? We do not agree that in the loan words from the French the majority aim at the correct pronunciation given by Professor Savory. In such words, nine out of ten, probably ninety-nine out of a hundred, even of those who have received a secondary education, pronounce French à l'anglaise, and will continue to pronounce *refe:rfei*, if not *refe:əfei*, instead of the correct *refe:rfe*. Here we agree with Professor Rippmann.

*Lectures Phonétiques. Morceaux choisis mis en Transcription Phonétique.* Par C. MOTTE (Mrs. DANIEL JONES). Didier. 1912.

This is an excellent choice, including several copyright pieces. The passages are given in ordinary spelling at the end of the volume. A good feature of the book is marking of the accentuation.

*A Phonetic Dictionary of the English Language.* By H. MICHAELIS and DANIEL JONES. Hanover and Berlin. Carl Meyer. 1913.

This is a companion volume to the well-known *Dictionnaire Phonétique de la Langue Française*, by Michaelis and Passy. It is intended chiefly for foreigners, but it will be exceedingly useful to English students who are acquainted with the I.P.A. transcript and have studied phonetics. The ordinary student who is not so equipped will have difficulty in finding words arranged not strictly alphabetically, but according to sound as spoken in the South of England. Under *ə* he will find many words beginning in ordinary spelling with *a*, and a few with *o*; and under *i* a great many beginning with *e*. The ordinary educated Englishman would probably repudiate nine-tenths of the pronunciations given. Yet this is not to say that they are incorrect. They are certainly

common in Southern English conversational speech, and a study of them will serve the useful purpose of drawing one's attention to one's own pronunciation. We hope, however, that the majority of educated persons do not, in reading, or even in speaking publicly, pronounce in the careless, or, shall we say, Cockney manner here indicated. Personally, we do not think that *ə* occurs in careful speech so often as the authors would have us believe. Is *anachronous* often pronounced *ə'næk-rə-nəs*, or *avermēt* *ə've:mənt*, or *fire-water* *faiəwətə*? Had phonetic spelling been introduced thirty years ago, such pronunciations would not be in existence, and it would not be necessary to guard against spelling-pronunciations which the authors condemn so much. Yet we venture to say that some spelling-pronunciations are preferable to those given in this dictionary. It appears to us less regrettable that spelling-pronunciations should be encouraged than that such undesirable pronunciations as *əd've:təns*, *sə:kəm-təns* and *əku:təmənt* should be registered as good English. We see no more beauty in *iksept* than in *eksept*, and we shall resolutely continue to say *fraide*, and not *fraid*. All this does not prevent us from admitting that we have here an excellent and thorough piece of work, scientifically arranged, and indispensable to all students of English. We regret that a book of such importance should not appear in a better dress. The binding is poor and inartistic. A useful feature is the pronunciation of proper names.

*Manuel Pratique de Prononciation et de Lecture Françaises.* Par L. BASCAN.  
*Lectures-Dictées de Phonétique française.* Par L. BASCAN.

This is an excellent elementary manual which differs from most publications of a similar kind in that there are numerous examples and exercises to illustrate the various sounds of French. The matter is well arranged, and the diagrams and explanations very clear. The diagrams of the two *r*'s and of the English, French,

and German *l* are very illuminating. It is also up to date, giving, as it does, the formation of the rounded vowels according to the latest scientific discoveries. Teachers will have to revise their notions in this respect. In addition to the examples and exercises, there are 95 pages of *textes, transcription, et notes*. The *Lectures-Dictées* is an independent volume, but may well be used as supplementary to the *Manuel*. It is an excellent idea.

*French Pronunciation: Principles and Practice and a Summary of Usage in Writing and Printing.* By JAMES GEDDES, Jun., Ph.D. New York. Oxford University Press. 1913.

This is not a phonetic manual, and no attempt is made to give a scientific explanation of the formation of French sounds. Indeed, it is very unscientific. When he tells the student to pronounce *ŝ* about as in English *song*, without the *g*, the author betrays ignorance both of English and French phonetics. The book will, however, be found useful, as it gives under each letter or sound copious examples and exceptions. Final consonants and liaisons are very fully treated. There is a useful chapter on Conventional Forms used in Letter-Writing. All pronunciations are given in the I.P.A. script. There is an index of 100 pages, giving all the words pronounced in the body of the book.

## TWO SPANISH READING-BOOKS.

*España y Españoles pintados por sí mismos.* Páginas selectas . . . con notas, noticias y biografías por E. BARRY. Pp. 382. Garnier, 1913.

A Spanish reading-book intended for pupils in French lycées. Consists of extracts from the best modern authors, treating, as the title implies, of Spain and Spanish life. The compiler states in his preface that these extracts were chosen for 'excellence of style, accuracy of description, moderation of judgment, and depth of conception.' The book is divided into two parts, of which the first deals with the Peninsula as a whole, and the second with local customs and the

description of special places. Poetry finds a place amongst the prose, and at the end of the volume there are maps of Spain, the Canary and the Balearic Isles. The notes, printed in Spanish at the bottom of each page, are chiefly biographical, and might, perhaps, have been dispensed with. On the other hand, the few explanations of idioms, references, and technical terms strike the reader as excellent, and might with advantage have been amplified. Extracts from the works of Angel Ganivet abound. This is unfortunate, as the gifted young author of *Idearium Español* did not write for children, and it requires a mature mind to appreciate him. What, for instance, can a child or a very young person make of the following sentence: 'Porque el misticismo no es más que la sensualidad refrenada por la virtud y por la miseria,' p. 19? No wonder that the lycées turn out so many *esprits tourmentés* when such is the mental fare provided in their classrooms. But it would be unfair to conclude that all the extracts are of this nature. There are accounts of fairs and festivals, little poems about gypsies, geographical descriptions, legends—in fact, everything except short stories, which would have tended to brighten and liven up a somewhat heavy volume. In conclusion, we may congratulate the compiler on having attained his aim—*i.e.*, embodied in a single volume extracts illustrating 'excellence of style, accuracy of description, moderation of judgment, and depth of conception.'

More seductive is the other reading-book, also published in France about the same time:

*La patria española el país y los habitantes pintados por escritores españoles modernos.* Edited by V. PARAIRE and G. RIMEY. Pp. 386. Armand Colin, 1913. Price 2 francs 75.

Here there are no notes, but excellent illustrations and the inevitable map. The first part, divided into eleven sections, deals with the various provinces of Spain, and the last with the Spanish character and customs. Again we regret the

absence of short stories, though we welcome the addition of a few songs to the poetry, also an occasional prose dialogue. On the whole, the extracts are easier than those contained in M. Barry's volume ;

there is plenty of Galdós and a modicum of Pereda. The beautiful illustrations of places and Spanish types brighten up the book and add to its educative value.

A. R. HUTCHINSON.

## MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, October 25.

Present: Rev. W. S. Macgowan (chair), Miss Althaus, Messrs. J. G. Anderson, Breul, Cruttwell, von Glehn, Miss Hart, Messrs. D. Jones, Payen - Payne, Miss Shearson, Messrs. Storr, Twentyman, and the Hon. Secretary.

Apologies for absence were received from Messrs. Allpress and Hutton.

The minutes of the last meeting were read and confirmed.

The greater part of the session was occupied with settling the programme of the general meeting, which, so far as it is yet arranged, appears below.

The University Chairs Sub-Committee reported that they were sending out the *questionnaire*, which appears in another column, to the Vice-Chancellors and Principals of Universities, and all members of the Headmasters' Conference, the Headmasters' Association, and the Headmistresses' Association.

A letter was read from Mr. N. W. Thomas, Government Anthropologist for Southern Nigeria, suggesting that the Association should send a memorial to the Colonial Office on the subject of a script for the printing of the Hausa and other African languages. Mr. D. Jones, Professor Rippmann, and Dr. Edwards were appointed a sub-committee to consider the matter.

The following fifteen new members were elected :

Miss A. A. Caley, 11bis, Boulevard Montparnasse, Paris.

Miss A. Ffoulkes, County School for Girls, Barry.

Miss M. E. Freeman, Wycombe Abbey School.

Miss A. Goodwin, Netherthorpe Grammar School, Staveley, Chesterfield.

Miss D. M. Griffith, Training College, Wollaston Road, Cambridge.

O. T. Hithings, B.A., Bridlington Grammar School.

E. S. P. K. James, B.A., Merchant Taylors' School, E.C.

Miss M. S. H. Kilroe, B.A., Girls' Grammar School, Keighley.

Miss W. Llewelyn, B.A., Secondary School, Aldershot.

Henry Naylor, B.A., Grammar School, Steyning.

Miss M. C. R. McKay, B.A., Ardbana, Coleraine.

Miss F. R. Purton, St. Margaret's, Bushey, Herts.

Miss C. B. Thomson, M.A., Wycombe Abbey School.

Miss F. F. Waters, B.A., L.-ès-L., Roan School for Girls, Greenwich.

Miss E. M. Webb, County Technical and Secondary School, Workington.

### PROGRAMME OF GENERAL MEETING, TO BE HELD AT THE UNIVERSITY OF LONDON.

*Tuesday, January 6.*

10.30 a.m.—Business meeting.

12 noon. — Presidential address: Sir Henry Miers, M.A., D.Sc., F.R.S., Principal of the University of London.

2.15 p.m.—'The Importance of Intonation in the Pronunciation of Foreign Languages,' Mr. D. Jones, M.A. (University College, London). To be followed by a discussion.

4.30 p.m.—Address by Mr. B. M. Nevill Perkins, B.A., L.-ès-L. (University of Bristol), speaking in French.

7.45 p.m.—Annual dinner.

*Wednesday, January 7.*

10.15 a.m.—Discussion: 'How far can European History be taught in connection with Modern Languages?' Mr. H. L. Hutton, M.A. (Merchant Taylors' School), Mr. E. C. Kittson, B.A., B.-es-L., and another.

12 noon.—Address (not yet arranged).

2.30 p.m.—Discussion: 'Free Composition.' Mr. F. Storr, B.A., Mr. S. A.

Richards, B.A. (Hackney Downs School), Miss Batchelor (Bedford College).

Members are reminded that the Association will celebrate its coming of age at the Annual Meeting, and it is hoped that the attendance will therefore be larger than usual. A number of distinguished guests are expected to be present at the dinner.

The General Soirée will be held on the evening of Wednesday, January 7.

### INTERESTING ARTICLES.

LES LANGUES MODERNES: (Juillet, 1913) L'Education de l'Oreille (H. Laudenbach); (Août-Septembre, 1913) L'Utilitarisme et Culture générale (G. Lefèvre).

REVIEW OF REVIEWS: (October, 1913) Sir Oliver Lodge (Harold Begbie).

THE TIMES' EDUCATIONAL SUPPLEMENT: (October 7, 1913) The Use and Abuse of the Direct Method.

EVERYMAN: (October 24 and November 8, 1913) How to Study Foreign Languages (Dr. Sarolea).

EDUCATIONAL TIMES: (November, 1913) A Standard Speech of English (Walter Rippmann).

THE SCHOOL WORLD: (November, 1913) Report of an Investigation into Spelling (Ida Suddards).

### EDITORIAL NOTES.

Sub-Editors: Miss BENTINCK-SMITH; Rev. W. OSBORNE BRIGSTOCKE; Mr. H. L. HUTTON; Mr. HARDRESS O'GRADY; Mr. De V. PAYEN-PAYNE; Miss E. STENT; Professor R. A. WILLIAMS.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, April or May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, Cuilrathain, Harpenden, Herts.

The Journal is sent free to all Members of the Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Mr. H. M. Cruttwell, Byron Hill, Harrow.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 7, South Hill Mansions, London, N.W.

The MODERN LANGUAGE REVIEW, a Quarterly Journal of Medieval and Modern Literature and Philology, edited by Professor J. G. Robertson, and published by the Cambridge University Press, is supplied to Members of the Association at a special annual subscription of 7s. 6d., which must be prepaid. It should be sent with the membership subscription (15s. in all) to the Hon. Treasurer. Those who

wish to take in or discontinue the REVIEW should communicate with the Hon. Secretary.

The Hon. Secretary will be glad to receive from members the addresses of well-educated families on the Continent willing to receive English guests, which can be recommended to students and teachers wishing to study abroad. The addresses of houses where an English guest is not likely to meet any other English people are specially desired. Names of families should not be sent unless the member can recommend them from personal knowledge. Full particulars should be given.

Communications on the under-mentioned subjects should be addressed to the persons named:—

**Exchange of Children:** Miss BATCHELOR, 1, Holly Cottage, Lymington, Hants.

**Magic-Lantern Slides:** H. L. HUTTON, 2, College Gardens, Dulwich, S.E.

**Residence Abroad (Women):** Miss SANDYS, 30, East St. Helen's, Abingdon; (Men): The Hon. Secretary.

**Travelling Exhibition:** Miss HART, County Secondary School, Sydenham Hill Road, S.E.

Correspondence on all other subjects should be addressed to the Hon. Secretary.

# MODERN LANGUAGE TEACHING

THE OFFICIAL ORGAN OF THE MODERN  
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EDITED BY J. G. ANDERSON

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## STANDARD ENGLISH AND ITS VARIETIES.

THE present time is one of many changes—social, economic, moral. No less remarkable than these are the rapid developments, some of them quite recent, in material things, in mechanical inventions which are upsetting our old-fashioned notions of distance and time—the telephone, wireless telegraphy, the motor, and the aeroplane.

The political and social upheavals which bid fair to sweep away many of our ancient, cherished institutions, or at least gravely to modify them, cannot be without effect upon our language. The old distinctions of class are being largely broken down; the passage from one class to another is much easier than of old; a man's position in life is determined less and less by that of his ancestors, more and more by his own parts and character; the social strata are becoming more and more interlaced and intermingled. No class is any longer in a water-tight compart-

ment which shuts it off from those above and below it. It is not necessary to express approval or the reverse in order to appreciate the significance of these facts for the future of the English language. Turning to the influence of mechanical devices upon linguistic development, it is apparent that the old conditions of geographical isolation, which survived the growth of railways, that still left many communities in outlying villages, cut off from their neighbours, to preserve their local dialect untouched by outside influences more remote than the nearest market-town, can no longer subsist, when each day may bring a flight of motorists, in huge cars or upon the flying motor-cycle, into the midst of the loneliest hamlet; nay, when travellers from far-off shires or towns may drop from the very clouds at any moment.

The old local or, as I prefer to call them, REGIONAL DIALECTS

have long been dying out, receding before the advance of 'education,' and an artificially imposed form of what purported to be STANDARD ENGLISH. Now, with the sudden advance in means of locomotion, the increased facilities for the introduction from without of hosts of strange speakers, it would seem as though purely local forms of speech are still further assailed, and must soon vanish altogether. An interesting question is, What form of English is to take their place?

On the one hand, then, the REGIONAL DIALECTS, which depend for their existence upon a more or less perfect geographical isolation, are withering as this mode of isolation is broken down, and, on the other, CLASS DIALECTS, whose integrity demands a more or less rigid social isolation, as between class and class, are losing their clear-cut distinctions with the levelling tendency of our modern social organization.

It should perhaps be explained, for the benefit of those who are unfamiliar with questions of this kind, that what are often called *vulgarisms*, while they are sometimes sufficiently different from what the common consent of refined and educated persons would call *good, polite, or Standard English* to deserve the name of separate dialects, are yet, for the most part, merely variants from this, which have grown up among different social classes. Thus, both Standard English and the whole tribe of vulgarisms are really so many CLASS DIALECTS, the best STAN-

DARD ENGLISH being the speech, on the whole, of the higher classes, the vulgarisms that of the lower.

#### ORIGIN OF LITERARY AND STANDARD SPOKEN ENGLISH.

As to the origin of Standard English, it is now pretty generally accepted that it is the product of the Metropolis, modified to some extent, on the one hand, by the type of English in use in the University city of Oxford, and, on the other, by the East Midland type of Essex, Suffolk, and Norfolk. The written form of Standard English emerges during the fourteenth century from among the innumerable dialects which serve as literary vehicles in Middle English, as the most highly polished and the aptest of them all for subtle literary expression. This London type of English—the language of the Court, of aristocratic society, of the official classes—gains in importance and prestige throughout the fourteenth and fifteenth centuries, until in the latter period it becomes the almost exclusive form of the language for literary works and official documents of all kinds, not only in London, but in the provinces. The London type at its best, as spoken at the Court, is found in the works of Chaucer, a more popular type in those of Caxton, the Oxford type in those of Wycliffe, and later of Pecoek. The East Midland type is represented by the *Paston Letters* and the works of Lydgate. The credit of proving the London origin of the

standard language of to-day, belongs primarily to Morsbach, who published his brilliant and elaborate work, *Über den Ursprung der Neu-englischen Schriftsprache* as long ago as 1888. In 1900 and 1901 Dibelius published, in vols. xxiii. and xxiv. of *Anglia*, a most laborious and thorough investigation, *John Capgrave und die Englische Schriftsprache*, which gives a minute account of the points of agreement and difference between the speech of the London documents examined by Morsbach, and that of the works of Capgrave's *Chronicle*, of Wycliffe and Pecoek, of Lydgate, the *Paston Letters*, Chaucer and Caxton, to mention no more. The results of Dibelius's investigation modify to some extent those of Morsbach, by showing that the Oxford and the Norfolk and Suffolk elements have also to be reckoned with in estimating the constituent parts of literary English. Both scholars recognize, also, the purely Southern and South-Eastern elements in the speech of the Metropolis. This curiously mixed dialect sprang up, developed, and gradually became a more or less fixed type in the great seat of the Court, of government, legislation, and commerce. It is this type which we are able to recognize, from the works of grammarians, from the sixteenth century onwards, as not only the Standard language of literature, but also of spoken English. A class dialect in its beginning, with London as a regional starting-point, Standard English

has spread continually, first among the upper classes everywhere, and then gradually to all classes of the community—as we have said, to the detriment of the purely regional dialects. It may be asked, How does a particular dialect come to be regarded as a standard of speech? Why should it ever occur to the speakers of outlying provinces to give up their own dialect and adopt another? Professor Luick has well said of the literary or written Standard: 'The first steps in the development of a literary language consist in this, that certain linguistic peculiarities are felt to be provincialisms, and are avoided as far as possible' (*Untersuchungen zur Englischen Lautgeschichte*, § 599). We may apply this principle, also, to the development and spread of a spoken standard. The prestige of the *written* form of English came to it from the great writers already mentioned — above all, perhaps, from the works of the first English printer; the prestige of the *spoken* Standard was of a social character. The aristocratic and learned classes, the great lords, the squires, the priests and schoolmasters all spoke, doubtless, with varying degrees of elegance, and for centuries past have spoken, a form of English by the side of which the purely rustic dialect sounds and forms 'were felt as provincialisms,' and by the more ambitious 'were avoided as far as possible.' The process has, however, been a long one, and before Standard English could thoroughly take the place of the local dialects

two conditions were necessary: first, organized education over the whole country, and secondly, the breaking down of those social barriers which prevented free and frequent intercourse between the upper classes, who spoke this particular class dialect, and those who did not. The first of these conditions has come to pass; the second is well under way, but is not yet fully realized, and perhaps never will be in this country. We need not, however, exaggerate the importance of social barriers from a linguistic point of view. They were, and still are, very real, but at a dozen points there have always been channels through which the influence of the speech of one class could pass to those below. Apart from the friendly and unrestrained intercourse which has always existed, in the country—*pace* Mr. Lloyd George!—between the great man of the district and his poorer neighbours, it occurs to anyone who considers the subject, that at all periods young women of the humbler ranks have been received into the households of the great, in capacities which brought them into intimate, and often affectionate, relation with their employers. The speech of the rustic girl who acted as confidential handmaid to her mistress, who was the nurse and trusted companion of the children of the house, must, in the course of long years of constant intercourse, have been very appreciably modified and refined. In speaking with her mistress or to her young charges,

her pronunciation and grammar would unconsciously assimilate to theirs. These abigail-doubtless often married, and went out to a new and humbler home somewhere on the estate. Here, then, is at once formed a centre in which the rustic local dialect would be spoken by the woman, and to some extent by her children, in a modified form. They might stick to the local speech in conducting most of the affairs of their simple lives, but they would at least know the sound of refined speech, and when occasion offered could make an attempt at it themselves. Another potent speech missionary, before the arrival of the Board school master, was the parish priest. Such factors as these must not be forgotten in estimating the conditions of life of a regional dialect, even in early times.

#### LONDON SPEECH AND STANDARD ENGLISH.

Let us turn now to London itself, the starting-point of Standard English. Are we to suppose that London speech was uniform and homogeneous in the days of Chaucer, of Caxton, of Lily, or, indeed, at any period? Certainly not. In the fourteenth century, as now, there was London English *and* London English. There are the inevitable differentiations, due to social causes, which we call CLASS DIALECTS.

At the present time, Standard English is spoken in London, as it is also in Oxford, or Bath, or Gloucester, or Exeter, or York, or Durham. In a certain social class,

in each of these centres, we shall find Standard English spoken with a uniformity that is broken only by divergences which are quite inconsiderable. And yet in London itself we shall hear forms of English which differ far more from the Standard than the forms of this, as spoken by the better classes in the various centres mentioned, differ from each other. In fact, it is quite certain that, although centuries ago the ancestor of Standard English grew up out of the mixed dialect spoken in the Metropolis, at the present time the Standard, as Sweet has said, is 'a class dialect rather than a local dialect' (*Sounds of Spoken English*, p. 7). Indeed, it would be just if we went much farther than Sweet, and asserted that Standard English is purely a class dialect, and not at all a local or regional dialect. Thus, we need not go to London, nor to any other given town or district, in order to hear Standard English; we may hear it in any part of the country, provided that we strike the proper section of the community.

To return for a moment to the varieties of Standard English heard in London itself. These are certainly class dialects, and often vulgarisms, and they are further modified, to some extent, by the regional dialects in and around the Metropolis. In fact, Cockney English, or London English, in the real sense, is simply a departure from the Standard, spoken among certain portions of the population, variously modified among different

classes, and influenced, to no slight degree, by the local provincialisms. We are, perhaps, inclined to under-estimate this latter factor in connection with Cockney speech, and to consider it as sheer vulgarity, forgetting that REGIONAL DIALECTS exist all round London, and that river, road, and rail, all contribute to make intercourse between the Londoners and the surrounding country districts easy and frequent.

The problem of the speech of London is really the same as that of the speech of all big English cities, but the social and racial influences at work in London are far more complex than those which determine the speech of other large centres. There is no doubt that London English (that is, Cockney English, and not Standard English) has a potent and far-reaching sway in the districts all round London. Let us take a typical London provincialism, the existence of which no one can dispute, such as the approximation to the diphthong [ai] in words like *take*, *lady*, *pale*, which comic writers spell *tike*, *lidy*, *pile*. There are many grades of this sound, from the slightest tang, so offensive to the non-Londoner, which *just* suggests the sound in *eye*, to the broad and full-blown [ai] diphthong. Wherever even the slightest suggestion of [ai] is heard, we may call it Cockneyism, and attribute it to London influence. Now, this peculiarity seems to extend into the country districts all round London. It can be heard

in Sussex towns nearly fifty miles away from the capital, and even in out-of-the-way villages in Sussex and Surrey. Such places as Brighton and Eastbourne are, of course, to some extent suburbs of London, and it is not surprising that Cockneyism should have to a great extent ousted the old Sussex speech. In purely country districts this influence probably does not extend so far, but I have certainly heard Cockney [taik] 'take,' etc., in villages between thirty and forty miles from London. The starting-point of this particular development may be the Metropolis itself, or it may be Essex; at any rate, the dialect spoken in this county sounded to me indistinguishable from the purest vulgar Cockney. It is curious that, while the Brighton line of railway is such a wonderful vehicle of London speech, the Great Western seems to be far less so. Among the speech of the lowest classes in Reading I have noted certain typical Londonisms, but I believe there are none in the pronunciation of the country people in Berkshire. The city of Oxford seems to be quite immune from this influence. It would be an interesting investigation to inquire how far London influence, as exemplified by [taik], etc., extends in different directions, north, south, east, and west, and along the various railway lines which run out of London. Another inquiry of great interest would be how far down the social scale, in London itself and its suburbs, Cockney peculiarities can be traced.

Are they found, for instance, more commonly among those who go to the City every day than among the professional classes? I know, of course, that nowadays a man's occupation does not necessarily determine his social position, and therefore not his accent; but it would be difficult, I fancy, to devise any basis but an occupational one for such a survey as that suggested. I should expect to find that as a rule Cockneyism would stop short at those families, no matter what the occupation of the father, whose sons went to one of the old public schools, *more or less remote from London*; whereas amongst those families, on the other hand, whose young men frequented one of the great day public schools, *in or near London*, it would probably be found that as a rule more or less Cockneyism prevailed.

#### THE ENGLISH OF LARGE TOWNS.

If we consider the speech in other great cities or towns remote from London, we find, allowing for different circumstances, the same conditions. There is a class who speak pure Standard English—generally a comparatively small proportion of the population—in the large commercial centres of the North and Midlands, and a very large mass of people, representing several quite distinct classes, who speak a form of the Standard language, more or less considerably modified by the local provincialism, and in some cases further embellished by special vulgarisms belong-

ing to their class, such as rough voice-production without proper control; sketchy, imperfect, slipshod articulation; and either violent intervals in intonation, or a flat, level, monotonous mode of utterance—all the unpleasant characteristics, in a word, which spring from an ignorance of social amenities and an imperfect intellectual cultivation. Between the highest and lowest class there are, of course, an almost infinite series of gradations of speech; but, apart from the classes which speak the pure Standard, almost all forms of dialect show considerable local influence, although hardly any out-and-out town-dweller has any knowledge of the real rustic dialect spoken in the county in which his city is situated. The above account applies primarily to such huge Midland cities as Liverpool and Manchester.

The cities of Yorkshire show a different set of conditions. The number of speakers of unmodified Standard English seems here to be very small indeed. On the other hand, the local dialect extends pretty far up the social scale, higher than in the Lancashire towns, and in many cases what is spoken is really a Yorkshire dialect slightly modified by Standard English, whereas in Liverpool the reverse is the case, as has been said.

Another factor which must not be lost sight of in considering the speech of London and other very large cities, especially if they are also seaports, is the extraordinary

racial mixture found among the lowest classes. In Liverpool, for instance, there are large Irish, Scotch, and Welsh populations, to say nothing of Jews from Poland, Chinamen, Malays, and negroes. Some of these races, it is true, seem to be largely confined to certain quarters of the city—the Scotch and Irish may almost be said to form communities by themselves—but the children go to the ordinary schools, and it is inevitable that these various pronunciations should, to some extent at least, affect the local speech. The frequent intercourse with America, too, makes it easy for American slang words and phrases to gain a certain currency in Liverpool.

#### THE ENGLISH OF THE SMALLER COUNTRY TOWNS.

The smaller country and county towns of the South and South Midlands, provided they are beyond the influence of London, have this in common with the Yorkshire towns, that the middle classes speak either the local dialect, modified to some slight extent by the Standard, or a class dialect of Standard, with the local speech-basis pure and simple. In the former case we have the same type of English as that spoken by the humbler sections of the rural population in the district, when these depart from the purely regional dialect. In the latter we have what is popularly known as 'speaking with a strong Berk-

shire, Oxfordshire, or Gloucestershire accent.'

#### THE ENGLISH SPOKEN IN RURAL AREAS.

Let us turn now to consider briefly the speech of the purely rural population of England in districts remote from the influence of London and other large towns. Apart from Sussex, where, as has been said, Cockney English is ousting the local forms of speech more and more, the districts of which I can speak with the best first-hand knowledge are certain areas of Berkshire and Oxfordshire—areas in which the village populations are almost as self-contained as it is possible to be in these days. The conditions here—and they are typical, I suppose, of thousands of villages all over the South Midlands and South of England—are pretty simple. There are practically no outside influences at work on the greater part of the community, except such as are exerted by the school master or mistress, the clergyman, and the surrounding gentry. Here, then, the labouring classes, who work exclusively on the land, speak among themselves the local dialect pure and simple, so far as it survives. Every vowel sound, almost, differs distinctly from those of Standard English; the vocabulary is different, a different system of accentuation is used. This local dialect is spoken, also, with very slight traces of Standard English, by the smaller type of farmer, by the few village

tradesmen, by the porters at the nearest railway-station who happen to be local men, by the postmen, and, with rather more concessions to Standard English here and there, by the local postmistress. On the other hand, most of these persons—perhaps all except the oldest generation of labourers—have a bowing acquaintance with Standard English, and endeavour, when conversing with a speaker of Standard English, to approximate their speech to his.

The only habitual speakers of Standard English in the district are the clergy (as a rule), the resident gentry (always), and the few scattered doctors and lawyers, who on the whole speak Standard without any particular local or class peculiarities.

It is, I think, worth noting that the Standard as spoken in country districts is on the whole purer than that of London and other large towns, and that for two reasons. First, because it is less liable to be influenced by surrounding regional dialects, since there is practically only one type of it. The speech of the farmers, labourers, and tradesmen, is too far removed from the speech of the clergy and gentry for these to shade off into the local speech. In the country, as a general rule, you either speak Standard English or you speak the local dialect. There is, among the better classes, no halfway stage. The second reason which preserves the uniformity of Standard English in country areas is that there are

practically no class dialects, or, rather, there is only one. The gentry form a definite class among themselves; their intercourse with each other is frequent and intimate, and the water-tight compartment system which divides class from class, is here still far less broken down than in towns. This statement requires this slight qualification, that old-fashioned country gentlemen still occasionally show a slight local peculiarity in their speech, such as the retention of an inverted *r*. Young and old may make use of local words now and then, but the whole speech-basis is essentially that of refined Standard English, and broad provincialisms, such as a long fronted [æ] in *father*, etc., are never heard in good society.

The gap which exists in the country between the speech of the gentry and that of the humbler

classes is filled up in towns by the innumerable gradations of middle-class English, which constitute a series of dialects shading one into the other, from the highest to the lowest. In the country this group of intermediate middle-class dialects does not exist. The result is that, whereas in London Cockney, characteristics often pass, by reason of social conditions, pretty far up the social scale, in the country the demarcation of speech, as of class, is far more definite and clean-cut.

#### SUMMARY OF ABOVE SURVEY, AND PROPOSED NEW TERMINOLOGY.

Having now surveyed, however sketchily and imperfectly, the speech conditions among the chief types of community in England, we may briefly summarize the results. There are the following possibilities:

#### A. CLASS DIALECTS—

##### I. *Received Standard*:

Spoken	{ (a) In towns (b) In the country }	Practically uniform all over England.
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##### II. *Modified Standard* (Vulgar and Provincial Variants of Standard):

Spoken	{ Chiefly in large towns }	Varies from town to town and from class to class. Generally modified by nearest regional dialect.
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#### B. REGIONAL DIALECTS—

Spoken	{ (a) In purely rural areas (b) In country towns }	Vary from district to district. Often more or less modified by Received Standard.
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From what has been said, it appears that there is a considerable number of varieties of what we call Standard English—that is, the

Standard proper, and the innumerable class dialects or modifications of this. While, as has been said, class dialects, or vulgarisms, gener-

ally spring from the Standard, from the moment that they differ from it, and are felt as vulgarisms by the class that speak the Standard proper, they are, of course, no longer Standard English, but would be definitely avoided by speakers of that dialect. For the sake of clearness, it is, I think, highly desirable to distinguish in terminology between the real Standard and the forms which have been differentiated from it. I therefore propose the term RECEIVED STANDARD for the former, and MODIFIED STANDARD for the latter. These are the best terms I have been able to hit upon, and they express the essential points with fair brevity. One might think of such phrases as *Universal Standard* or *Uniform Standard*, contrasted with *Differential Standard*; but these terms seem clumsier and less convenient, and not more expressive than those I have selected. These questions are so often discussed in both popular and scientific books and journals nowadays that it is high time that we employed a definite terminology. Until a better one is found, that suggested above must serve.

#### THE UNIFORMITY OF RECEIVED STANDARD.

It is an axiom of the Science of Language that, if the speakers of a given dialect are split up into groups, in such a way that the groups are isolated one from the other, and that frequent intercommunication ceases, each group of

speakers tends henceforth to develop their speech on more or less different lines. In this way new dialects are formed.

Now, RECEIVED STANDARD from this point of view is a curious phenomenon. This dialect, as has been repeatedly maintained in the present article, shows a wonderful degree of uniformity, and yet the persons who speak it are scattered, in groups of varying size, all over the country. Those who have lived in different parts of England, and have met members of the better classes in each, who have kept their ears open in railway-carriages, on platforms, in church, at political and other meetings, where the speakers come from all parts of the country, will not dispute the claim here made of practical uniformity, allowing, of course, for differences of age and for individual idiosyncrasies, in the speech of a certain class. Certainly no other form of English has such a wide geographical currency as RECEIVED STANDARD. MODIFIED STANDARD, on the other hand, varies from place to place, and each class among whom it obtains imparts a different set of vulgarisms, or modes of departure from the RECEIVED form.

It is an important problem, from the point of view of linguistic science, how this uniformity is maintained. There must be, at some time in the lives of the speakers of RECEIVED STANDARD, an opportunity of meeting other speakers from outside the native

town or province, and of living for a more or less prolonged period in fairly close association with them. There must be a training-ground in which the peculiarities of region and class are eliminated, when they exist—a common forge, so to speak, where the speech goes into the melting-pot, or crucible, and comes out levelled up or down, whichever way we choose to regard it, to a more universal pattern. This question, so far as I know, has never been seriously tackled, nor any attempt made to suggest an answer to the riddle.

It might be said that the school of speech in which the *Received Standard* is produced, is general society, in London, and in the various provincial culture centres, where people of fashion, or people of a high degree of cultivation and refinement meet. There is much in this, no doubt, but it is not enough. For, first, it might be objected that a man's speech—at least his *accent*, and with that we are at present chiefly concerned—is generally formed in his early years, and only slightly modified after maturity; and, further, that as a matter of fact the manner of speech is formed before young men and women enter society in the narrow sense.

I believe that the truth is that it is the school system of this country which provides the explanation of the problem. The great majority of children, both boys and girls, who come from well-to-do homes, are sent to boarding-schools at the

comparatively early age of eight or nine years. The locality in which the home happens to be situated has generally very little to do with that of the school chosen, so that not only does the child go away from the circle of family and friends among whom he has been reared, but he goes frequently into an entirely different part of the country. At his preparatory school the boy remains until he is about thirteen and a half, and then he goes on to the much wider world of a great Public School. At one of these ancient institutions—Eton, Harrow, Winchester, Charterhouse, and so on—the last remaining traces of individual or local peculiarities are usually wiped away for ever. Here the boy stays for five or six years; he becomes a member of an exceedingly close corporation, and he emerges with a certain stamp upon his manners, his thought, and his speech, which is deep and permanent.

It ought, perhaps, to be said that it is not here attempted to make a case either for or against the Public School system, which is now often attacked. It may be good or bad; but that question is quite outside the scope of this article, which is purely a linguistic inquiry. The system exists, and all that is now urged is that it is one of the most potent factors, not only in our national life, but also in our national speech.

Of the same significance for the production and preservation of uniformity in the *Received Standard*

is the fact that the officers of the British army, in the vast majority of cases, pass through the Military College at Sandhurst or Woolwich. Here the unifying influence of the Public School is continued. If the standard of speech and behaviour there was rigid,—one from which no marked departure was lightly tolerated—it is even more so here. The point is so obvious that it is unnecessary to labour it further.

Lastly may be mentioned, as a factor in the unification of speech, the system of training officers for the navy, which begins about the age of twelve, at Osborne, and is continued, at the various training centres, up to the age of about eighteen, I suppose, when the youth is gazetted a midshipman.

The Public School of the type mentioned, the Royal Military Colleges, Osborne, and Dartmouth, provide conditions, on the one hand, of isolation from external speech influences of region and class, and, on the other, of intense social intercourse within a circumscribed community, which are unobtainable, as it would seem, in any other way. Compare the conditions under which a boy lives at Eton or Winchester with those of the life of a boy who attends a large day-school, whether it be in London or in a great provincial town. The latter, in the first place, associates with boys who must of necessity be drawn from the town itself or its immediate neighbourhood. The boys therefore tend, not to rub off, but to confirm, each other's

provincialisms and vulgarisms, if they have any; and those who have none to start with have every opportunity of acquiring them. Such departures from Received Standard as exist in the school will be all, approximately, of the same type. Again, it is not superfluous to remark that in journeying each day, to and fro, between home and school, through the teeming streets, or by rail from suburban stations, the boy is subject to the most varied speech influences, of which the youth in the country Public School, shut off as he is, for the time being, from the outer world, knows nothing. Lastly there is the unceasing influence of the home circle and the family friends, exerted after school hours. Under these circumstances it is difficult to see how a rigid standard of speech can be imposed by the school itself. The boys belong, let us suppose, within limits, to slightly different social grades; they come from various suburbs or districts of the city. Their speech therefore will represent more or less differentiated class or local variants of the same general type of English. These variants are fostered and preserved by the return each night to the family, and the school influence is not potent enough to break them down. Under these circumstances the conditions of unification seem to be absent. The result is the retention, by the boy, of the MODIFIED STANDARD, and probably pretty much the same form of it, which he spoke when he entered the

school. Whether those boys who originally spoke RECEIVED STANDARD are able to retain it unimpaired under the stress of diverse influences I do not know, but it seems likely that the integrity of the original form would be seriously threatened.

The above remarks are not intended to suggest that no one who has not been at one of the large Public Schools or at a military or naval college speaks RECEIVED STANDARD. Such a contention would be ludicrously untrue. What is suggested is that these institutions make for uniformity, and foster a certain type and standard of speech, a type which, on the whole, deserves to be regarded as the best form of spoken English available at a given time, and one which has a wider geographical diffusion than any other.

Where RECEIVED STANDARD is found among individuals who have not been at one of the great schools, this simply indicates that they belong to that section of society who normally go there, and that indirectly they are subject to this unifying influence, through their family connections and social relations.

#### LONDON NOT THE STARTING-POINT OF PRESENT-DAY RECEIVED STANDARD.

The views maintained here differ in many respects from those put forth lately by Professor Arnold Schröer in his exceedingly able and interesting article, 'Das Problem

und die Darstellung des "Standard of Spoken English," published in *GRM. (Germanisch-Romanische Monatschrift)* for 1912. Professor Schröer has a most excellent knowledge of English pronunciation, gained during a long practical experience of the language. When he speaks of STANDARD ENGLISH, he is, I believe, referring to what I now call RECEIVED STANDARD. He considers, if I understand him aright, that LONDON ENGLISH is a convertible term for this form of speech, referring thereby, not to the original home, centuries ago, of our present literary and best spoken English, but to the latest development of this. Professor Schröer compares the descriptions given by various recent authors of their own pronunciation, and finds that in essential points they agree. Now, the majority of these writers are Londoners, I gather, having been brought up in London, and some of them living there at the present time. Two of them are non-Londoners. It is urged that this shows that it is the *London type* which is the *Standard type*. One of the non-Londoners—the late Dr. Lloyd—may be left out of account, since he does not profess to write an account of RECEIVED STANDARD in my sense at all, but of what he calls *Northern English*.

But even this type—really more an abstraction than a reality—shows what Professor Schröer calls, and probably to some extent quite rightly, in Dr. Lloyd's case, 'London influence.' This influence was

probably felt by Dr. Lloyd, a Liverpool man, as it is felt, more or less, by all natives of and dwellers in large towns. But his speech was really one of the innumerable forms of MODIFIED STANDARD — as a matter of fact, rather archaic Standard English, very strongly modified by the local (Liverpool) speech. Besides this, it now seems probable that Dr. Lloyd's book represents a rather artificial language, which is neither pure Liverpool nor pure Standard of any kind.

The other non-Londoner, as the present writer has reason to know, has never been subject to the influence of London speech for about thirty-five years, or since the age of eight; nor was he at any time of his life intimately associated with persons who spoke *London English*, as I understand that term — that is, persons with a London, or Cockney, accent. If this author's English agrees in the main with that of the London writers, this simply means that, in so far as they agree, all these worthies speak RECEIVED STANDARD. It is in those points in which the London writers differ from him, where this is not due to difference of age or personal peculiarity, that the Londoners must be supposed to lapse into LONDON ENGLISH.

The non-Londoner, to whom Professor Schröer refers in very kind terms, is acutely aware, on those rare occasions when he visits the capital, that the inhabitants speak an altogether alien dialect, which he often has great difficulty

in understanding. He feels that the London speech-basis is absolutely different from his own, and this is true, not merely of the palpable Cockneys who drive cabs or act as railway-porters, etc., but of all educated persons who have what can really be called a 'London accent.' He often feels this in listening to the speech of highly educated persons who come from London, such as doctors, University professors, solicitors, and other professional men. No; LONDON ENGLISH is a totally different thing from RECEIVED STANDARD: it is merely one of the many provincialisms, such as are heard in large cities, which fall under the designation of MODIFIED STANDARD. This particular type of MODIFIED STANDARD is not heard outside London and its sphere of influence — a sphere, as has been said, that is rapidly extending in certain directions. This is to say that, while within the London sphere of influence, as in London itself, RECEIVED STANDARD goes on quite gaily, the London type of MODIFIED STANDARD has won the day in this area, among those sections of the community who might otherwise speak a Kentish, or Hertfordshire, or Sussex, or Surrey type of MODIFIED STANDARD, or in some cases a respectable REGIONAL DIALECT.

#### THE FUTURE OF RECEIVED STANDARD.

It is an interesting subject for speculation how far, amid the changes and chances of present-

day social conditions, an exclusive class dialect can continue to be preserved. Some will say that Standard English has been spread far and wide already, by the development of primary and secondary education. Yes; but what we have succeeded in spreading, at the expense of the old regional dialects, is simply various types of MODIFIED STANDARD. Will these types invade the speech of those who now speak RECEIVED STANDARD? Will the London type be enormously extended, till it becomes the RECEIVED STANDARD, not merely displacing the present RECEIVED form, but extending among all educated people?

Is it not more probable that with the rise, all over the country, of new centres of culture, especially, perhaps, in time to come, in the great industrial cities of the North and Midlands, new local standards of speech will be formed? When these great towns are no longer mere ports and depots, but real homes of the Arts, of Letters, and of Science, then the local speech of each, no longer felt as a provincial dialect, but being the vehicle for the light and graceful conversation of a highly cultivated and polite community, for the enunciation of new and weighty philosophies, of lofty poetry, of great departures in science, may impose itself as a standard for a wide geographical area. The beginnings of the new order are there already. The great merchants and manufacturers of Liverpool and Manchester, of Leeds and Shef-

field, with a generosity and lavishness unparalleled, perhaps, in the history of education, have planted Universities in their midst. Libraries and laboratories, where knowledge of every kind may be and is being extended, are springing up amid the tall chimneys, encircled by furnace and mill; museums and picture-galleries arise, almost within sight of the wharves upon which are heaped the grain and the fabrics, the ore and the fruits, of every country in the world. And the new Universities are not mere technical schools, which give instruction and discipline in the practical arts of dyeing and brewing, in the tanning of hides, and the forging of new machines wherewith to carry on the great profession of modern commerce. Here you shall find professors of subjects infinitely remote from what are called practical interests. The great captains of industry understand the meaning and value of pure science and unremunerative learning. Here are the archaeologists; the ancient and modern historians; the students of ancient and modern literatures; the chemists who seek, in the cell or beyond it, the mystery of life; the physiologists who know the secrets of nerves and ganglia. Here, in a word, among societies, whom the unknowing observer might suppose to care only for the meat that perisheth, Nature is being probed and plumbed, and pure learning is cherished for its own sake. More than this, here the great cathedral

risers, the emblem and promise of the growing spiritual life of the community. All this is profoundly significant for the future of our tongue. We can hardly doubt that, as the inhabitants of these cities become better instructed, more alive to intellectual and spiritual things, more refined, accomplished, and truly urbane, their speech will be softened and sweetened, will become more harmonious and elegant. The prestige of a dialect depends upon that of the class who speak it. When this is such that it is no longer felt desirable to avoid, but rather to acquire it, it gains in currency as it gains in repute. Thus, I venture to hazard

the conjecture that the future of English will be the development of a considerable number of local types of Standard speech, each highly polished and of equal repute, holding sway as the RECEIVED STANDARD for a given area, radiating out from the various great new culture centres. Further, it seems probable that there will be at least two main groups of RECEIVED dialects—a Northern and a Southern group. Outside these, but gradually retreating before them, though affecting all in its decay, the present RECEIVED STANDARD will long linger among country-dwellers.

HENRY CECIL WYLD.

### QUATRE ANS D'ENSEIGNEMENT SUPÉRIEUR : IMPRESSIONS ET MÉTHODES.\*

VOILÀ quatre ans que j'enseigne le français à l'Université d'Édimbourg. C'est vous dire que j'ai déjà vu passer une génération entière d'étudiantes, qui ont commencé, et terminé, avec moi leurs études de français. Au début d'une nouvelle période, il est juste que je fasse un retour sur moi-même et que je m'interroge sur les résultats de ces quatre années d'enseignement supérieur. De tant d'expériences tentées, que reste-t-il d'acquis ?

Dans l'état actuel des études françaises en Angleterre et en l'absence de toute méthode traditionnelle, un débutant ne trouve guère de voies frayées. Il m'a donc fallu me fier à mes seules lumières et me faire lentement 'une religion,' dont voici, *provisoirement*, les grandes lignes :

Un mot d'abord sur le but que nous

poursuivons, nous professeurs de français en Angleterre. Sous la forme la plus générale, c'est la culture de l'esprit par l'étude d'une langue, d'une littérature et d'une civilisation étrangères. Et, plus particulièrement, nous avons en vue un double objet : former, dans le domaine du français, de vrais élèves, et même parfois de jeunes érudits ; pourvoir nos établissements secondaires de bons professeurs de français, appelés à relever le niveau de l'enseignement.

Sur ce but nous sommes, je crois, tous d'accord. Mais pour l'atteindre, quel chemin faut-il suivre ?

Avant de répondre à cette question, envisageons d'abord les conditions dans lesquelles nous nous trouvons à Édimbourg. Pour enseigner à deux cents étudiantes une matière si vaste, une langue si difficile et une littérature si importante, il faudrait un personnel plus nombreux. De plus, nos étudiantes ne peuvent pas

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\* Conférence faite, le 29 nov., 1913, devant la *Scottish Modern Language Association*.

consacrer au français le temps et l'effort requis. Tout au plus, les 'Honours students' peuvent répartir les deux dernières années entre le français et . . . l'allemand. Enfin, ce mot 'étudiantes,' je l'emploie avec intention. C'est qu'aux cours de français les jeunes gens sont une minorité infime.\* Or, cet état de choses, inconnu en France et en Allemagne, a sur l'enseignement supérieur du français une influence fâcheuse. Non que les jeunes filles écossaises soient moins intelligentes ou moins travailleuses que leurs frères. Mais, comme *élèves*, elles laissent plus à désirer parce que pour elles la continuation de leurs études présente plus de difficultés. Aussitôt leurs quatre années finies, elles disparaissent dans l'enseignement ou se marient. Dans les deux cas elles sont perdues pour l'avancement de la science. Et comment leur conseiller de préférer une thèse de doctorat à un prince charmant ou les encourager à passer quelques années à la Sorbonne, alors que les avantages professionnels sont si aléatoires ?

Quittons donc le domaine de l'idéal. Dans de telles conditions, il faut se contenter d'un programme moins vaste. Tout ce que nous pouvons espérer faire, en pratique, c'est de donner à nos meilleurs sujets une instruction française assez forte pour qu'ils possèdent, en nous quittant, des bases solides sur lesquelles ils puissent bâtir plus tard, soit en entreprenant, en France, quelque travail personnel, soit en se perfectionnant eux-mêmes au cours de leur enseignement.

Voilà pourquoi j'ai trouvé impraticable le programme d'études françaises actuellement en vogue dans la plupart des universités britanniques. J'ai essayé loyalement de le suivre ; mais devant l'énormité de la tâche et la pauvreté des résultats obtenus, j'ai dû y renoncer. Vu le peu de temps mis à notre disposition, et en

attendant que les autorités universitaires fassent au français la situation qu'il mérite, il m'a semblé qu'il y aurait avantage à travailler dans des limites beaucoup plus modestes.

En limitant ainsi une tâche trop lourde pour nos élèves et pour nous-mêmes, je poserai en principe trois règles générales, trop souvent négligées :

1. Au lieu d'exiger de nos étudiantes ces connaissances encyclopédiques que demandent nos questionnaires d'examen, nous devons à viser surtout l'*exactitude* et à la *méthode*.

L'exposition des grandes lignes et des principes généraux sera d'autant plus utile qu'elle partira d'un petit nombre de faits précis. L'insuffisance notoire des compositions dans tous nos examens montre clairement que la réduction radicale du programme est une réforme urgente.

2. C'est vers la compréhension de la langue et de la littérature *modernes* que doivent tendre nos efforts. Il faut, par conséquent, que toute autre matière (telle que la philologie, l'histoire de France ou la sociologie) n'occupe dans nos programmes qu'un rang secondaire.

Il est vrai qu'au point de vue de l'érudition austère, la France de Saint Louis est aussi intéressante que celle de la Troisième République. Mais, puisque c'est la raison d'être, comme c'est la gloire des études modernes de s'attacher à la réalité des choses, d'avoir pour objet principal la vie réelle, contemporaine, il est, pour le moins, imprudent de négliger l'époque où nous vivons ou celle qui finit à peine.

3. Toutes nos études doivent être envisagées d'un point de vue purement *anglais*. Ce que nous y cherchons, ce n'est point ce genre de discipline que l'on exige, par exemple, d'un candidat français à l'Agrégation des Lettres ; c'est seulement une connaissance de la langue et de la littérature françaises telle qu'un étudiant *anglais* puisse espérer atteindre pendant son séjour dans une Faculté anglaise.

Puisque, de toute façon, il faut opérer un choix dans la masse énorme des maté-

\* Depuis vingt ans qu'on enseigne le français dans les quatre Universités écossaises, 36 jeunes gens seulement ont été regus 'M.A., with Honours in Mod. Lang.' (I ou II cl.). Soit une moyenne de 2 par an pour toute l'Écosse.

riaux, choisissons-y précisément ce qui permettra à nos élèves de s'assimiler ces qualités essentiellement françaises que nous, Anglais, aurions profit à imiter : logique, ordonnance nette et claire des idées, goût de l'ordre, goût du style. Notre enseignement sera d'autant plus efficace qu'il s'appliquera plus spécialement à corriger chez nos étudiantes quelques défauts inhérents à leur nationalité, à leur âge et, si j'ose dire, à leur sexe : ces préjugés insulaires fondés sur l'ignorance ou l'orgueil, l'illogisme, l'imprécision des idées et des termes.

Ces trois principes, voici comment j'ai essayé de les appliquer :

#### LANGUE.

Il n'est pas, hélas, inutile de rappeler que si l'on ne connaît pas la langue, il est quelque peu prématuré d'aborder la littérature. Sous peine de me voir traité de 'philologue,' je ne saurais assez insister sur la nécessité de bien approfondir l'étude pratique de la langue. Combien de fois, en lisant les copies de candidats, ici et ailleurs, je me suis rendu compte qu'ils n'avaient pas compris le sens des auteurs français qu'ils critiquaient avec une si belle désinvolture. Le français étant pour eux 'an easy language'—je les en félicite—ils croyaient avoir compris ; mais il n'en était rien. Malheureusement, les auteurs modernes sont moins faciles qu'ils n'en ont l'air. Maint roman moderne figurant au programme de nos établissements secondaires contient des difficultés insoupçonnées et que ni le dictionnaire, ni nos grammaires actuelles, ni les notes de l'éditeur ne suffisent à résoudre.

Or, pour combattre cette idée préconçue que le français est facile—préjugé presque universel et funeste à toute étude sérieuse de cette langue, nous avons des armes dont il convient de faire un usage quotidien :

C'est d'abord la VERSION, honnie naguère, mais dont je ferais volontiers la pierre angulaire de l'enseignement supérieur du français. Et pourquoi ? Parce que la version fournit le critérium définitif

de la compréhension du texte. C'est à la traduction qu'apparaissent des difficultés qui autrement auraient passé inaperçues. En fin de compte, on n'est jamais sûr d'avoir saisi le sens exact d'un passage et d'en avoir pleinement goûté le style, si l'on n'est pas en état de le traduire intégralement en anglais. Je remets, donc, la version en honneur, mais à une condition : c'est que toute inexactitude, tout *à peu près*, tout gallicisme soit rigoureusement proscrit. Les traductions au petit bonheur et les fautes d'anglais nous ont déjà fait assez de tort. Donnez souvent comme versions des passages de difficulté moyenne ; exigez dans la traduction la précision la plus minutieuse et un certain effort vers l'équivalence artistique et littéraire, et vous relevez du coup le niveau de nos études.

Ensuite, il importe de faire une grande part à l'EXPLICATION DE TEXTE. Il faut choisir dans les ouvrages prescrits les morceaux typiques, les passer au crible, en préciser le sens, en faire goûter le style, expliquer, autant que possible, les raisons qui ont pu guider l'auteur dans le choix des mots ; bref, faire en sorte que le texte ne contienne plus de secrets pour des élèves anglais, désireux de comprendre et non pas de deviner. L'étude complète de quelques pages bien choisies peut, avec la version, corriger la tendance, si fréquente chez nos élèves, à négliger la lecture attentive des textes français. Il est si facile de leur montrer, pièces en main, que la langue vaut la peine d'être travaillée avec le même soin qu'ils apportent volontiers à l'étude du latin ou du grec.

Enfin, le THÈME français est l'exercice le plus difficile qui soit ; et nos élèves, heureusement, ne le savent que trop. Je me suis même souvent demandé si nous ne ferions pas mieux de le supprimer entièrement à l'école, et, à l'Université, de l'exiger des 'Honours students' seulement. Mais, réflexion faite, je crois qu'il faudra le garder—si maltraité qu'il soit—à cause de sa grande valeur éducative et, dans un autre ordre d'idées, pour le classe-

ment des candidats, facilité souvent par cette redoutable épreuve. Cependant, je choisirai toujours des textes relativement faciles—de vraiment faciles il n'y en a pas, à moins d'avoir recours à la 're-translation,' dont je ne nie point, certes, l'utilité, mais qui est, à proprement parler, un exercice différent, puisque l'on n'y traduit pas un morceau d'anglais authentique.

Il est utile, également, de se borner à choisir des auteurs, tels que Macaulay, qui se laissent traduire en français assez facilement, et de ne faire usage que de certains types particuliers de thème ; par exemple, le passage historique, la description de paysage, le portrait. En canalisant ainsi nos efforts, nous ne ferions, du reste, que suivre le bon exemple de nos collègues des langues anciennes ; et nous encouragerions nos élèves, qui se plaignent, avec raison, de se trouver, le jour de l'examen, en face d'un thème français ne se rapportant aucunement à ceux qu'ils ont faits pendant l'année.

C'est par la méthode historique, déjà fort à la mode dans toutes les matières enseignées, qu'il convient d'aborder l'étude de la langue proprement dite. Mais il faut se garder ici de toute exagération. Sous prétexte de 'remonter aux sources,' bien des professeurs de français, moins chez nous qu'à l'étranger, n'enseignent guère que le vieux français. Une fois remontés aux sources, ils y restent, n'aspirant même pas à descendre. Que d'étudiants étrangers à Paris passent à la bibliothèque des journées laborieuses, penchés sur les vénérables documents du moyen-âge, et rentrent dans leur pays avec tous leurs préjugés intacts, exprimant dans la langue de Joinville des jugements sévères sur une nation qu'ils ne connaissent pas !

Voici ce que j'ai trouvé de plus pratique dans ce domaine. En même temps qu'un texte d'ancien français, notamment le *Roland*, je lis plusieurs textes du XVI<sup>e</sup>. La langue y est plus facile ; pourtant, elle conserve de ses origines latines des

traces assez visibles pour qu'on puisse en tirer les leçons précieuses de la grammaire historique. Grâce au Darmesteter et au Brunot (t. ii.), on peut l'étudier avec une grande précision ; l'époque, d'ailleurs, est en elle-même fort intéressante.

Je ne crois pas que l'on puisse restreindre davantage, à l'Université, l'étude historique du français sans de graves inconvénients. D'abord, nos jeunes filles, à l'encontre de leurs sœurs françaises, savent toutes le latin. Ensuite, le lexique de notre langue est en grande partie d'origine française. Il convient donc, en bonne méthode pédagogique, de faire les rapprochements nécessaires entre ces trois langues, au lieu de les considérer comme des faits isolés. C'est là un commencement de synthèse qu'on ne saurait négliger.

L'ancienne langue française forme le point de départ logique pour l'étude éclairée de la langue moderne, autant de l'anglais que du français. Il est de notre devoir non seulement d'enseigner le français pratique, mais d'expliquer les rapports entre cette langue et la nôtre, et ce surtout en Écosse, où l'influence du français a été si puissante.

Si nous avons réduit à sa plus simple expression l'étude du vieux français, que ceux à qui la précision et la sûreté de la méthode philologique sont chères, ne se lamentent pas. Cette précision, cette sûreté, nous les retrouvons en examinant de près la langue *moderne*. Point n'est besoin de s'écarter des auteurs du XIX<sup>e</sup> siècle. Chez Flaubert, Fromentin, les Goncourt, Loti, Barrès, nous avons étudié, selon la bonne méthode des philologues, la *langue* : lexique, style, procédés, rythme, harmonie de la phrase.

Voilà pour la langue écrite. Et le français parlé ? Malgré les progrès de la méthode directe, une forte proportion de nos étudiants de première année nous arrivent sans grande connaissance du français pratique. Les 'Tutorial Classes,' composées d'une moyenne de dix élèves, sont précieuses à ce point de vue ; pour les 'Honours students' un séjour en

France d'à peu près six mois est devenu universel ; quelques leçons de phonétique sont utiles. Mais le jour n'est pas encore proche, où nous pourrions, à l'instar de nos collègues de France, faire la plupart de nos cours *dans la langue maternelle*, pour le plus grand bien de l'exactitude et de la méthode.

Il est assez délicat de déterminer quelle place il convient d'accorder aux conférences faites en français. Pour mon compte personnel, j'ai employé le français exclusivement pendant ma première année ; mais, depuis, j'ai dû en restreindre l'emploi, à cause des inconvénients qu'il comporte.

Au point de vue des élèves, la méthode dite directe est en réalité bien indirecte. Car, en parlant français, on met comme un voile épais entre le maître et l'élève. Même les meilleurs d'entre eux comprennent beaucoup moins bien qu'on ne semble croire généralement. La preuve en est facile. Donnez-leur un jour comme version un passage de votre dernière conférence, où le style soit un peu soigné. Les contresens ne manqueront pas. Et si vos élèves comprennent mal la lettre écrite . . . ? Dans les cours pratiques vous adoptez peut-être le ton de la conversation ? En rendant compte du thème, il vous faudra dire que ce qui est vérité dans la bouche du maître est hérésie dans un devoir écrit. Vous affectionnez particulièrement certain vocable : mettons *constater* ? Vos élèves le mettront à toutes les sauces ; leurs dissertations seront une mosaïque de 'constatations,' mais ils constateront à tort et à travers, dans la douce illusion que *constater* signifie 'to state.'

N'oublions donc pas que, quelle que soit leur force, nos élèves comprendront toujours mieux la langue maternelle. Si j'avais une communication importante à leur faire, n'aurais-je pas vite fait de jeter le masque et de prendre la parole en anglais ? Or, il en est de même des matières enseignées. Quand il s'agit d'expliquer quelque règle biscornue, de tirer au clair quelque signification fuyante, de rendre compte du thème ou de la version, l'emploi du français ne s'impose pas. Comment faire la guerre à l'inexactitude dans une

langue mal comprise ? Comment donner ainsi à nos élèves ce fameux 'sens des nuances' ?

Puisque nous vivons sous le régime du compromis, voici le compromis inévitable. Dans les cours où il faut à tout prix éviter l'ambiguïté (philologie, grammaire historique ou pratique, etc.), je parle tout bonnement l'anglais ; employer les termes de grammaire français, souvent différents des nôtres, c'est multiplier à plaisir les difficultés d'une tâche déjà suffisamment ardue. Par contre, quand il s'agit de faits plus ou moins vagues, où, à la rigueur, le sens général peut suffire, on peut faire d'une pierre deux coups. Tout en communiquant des idées, on peut habituer l'oreille aux sons français, au rythme de la phrase française ; on enseigne tout au moins quelques-unes des formules les plus fréquentes. Or, 'les vérités littéraires sont toujours vagues,' et je me permets d'ajouter à ce dicton que les vérités sociologiques le sont encore plus. Dans nos cours de littérature, dans nos comparaisons ingénieuses entre le caractère français et le caractère anglais, entre la vie française et la vie anglaise, partout où les *ipsissima verba* importent peu, employons donc, provisoirement, le français.

Nous risquons, évidemment, de rendre ces vérités doublement vagues. L'idéal serait d'envoyer nos élèves en France pour y acquérir des connaissances pratiques—c'est le système français—et d'avoir un nombre déterminé de conférences, avec emploi exclusif du français, où les élèves parleraient le plus souvent, le professeur ne laissant passer aucune faute de prononciation ou de langage. Mais les bourses de voyage nous font défaut.

#### LITTÉRATURE.

Pourquoi cette malheureuse tentative d'étudier *toute* la littérature française, de voir les principaux auteurs de toutes les époques ? La 'littérature française' ? Mais c'est un gros morceau ! Pourquoi exiger de nos étudiants ce que personne ne songe plus à faire—pas même les maîtres de la critique française, qui s'en tiennent aux monographies, à l'étude d'une période

spéciale et souvent d'un seul auteur ? Nos professeurs de latin et de grec se cantonnent dans une époque littéraire déterminée, celle d'Auguste ou celle de Périclès, et Dieu sait s'ils y trouvent de quoi occuper leurs élèves. Nous, qui avons à enseigner non seulement la langue écrite, mais la langue parlée et la littérature, nous ferions bien de les imiter. Les quelques vingt ans que nous pouvons avoir devant nous ne suffiront pas pour nous donner une connaissance, même restreinte, de la moitié des auteurs français figurant aux programmes de nos Universités.

Il est de toute évidence que la littérature française est trop vaste pour que, dans l'espace de quatre ans, nous puissions donner à nos meilleurs élèves plus que des notions assez sommaires sur l'ensemble. Si, à l'examen, ils doivent se contenter de parler d'auteurs qu'ils ont lus—sur les autres j'aime mieux qu'ils gardent le silence—le programme qu'on leur donnera sera nécessairement restreint.

Ce programme, je n'ai pas la prétention de l'établir, à moi seul. Que chacun de nous apporte une liste des auteurs qui, selon son expérience, s'accommodent le mieux des conditions où nous travaillons. Nous aurons alors un programme national, représentant, non pas, il est vrai, la 'littérature française,' mais une littérature française à l'usage d'étudiants anglais. Tout ouvrage est 'à leur usage,' pourvu qu'il 'soit bon et fait de main d'ouvrier'; mais certains textes, mieux que d'autres, nous permettent de tirer de la littérature française ces leçons que nous, Anglais, pouvons espérer y puiser : d'étudier, par exemple, les rapports littéraires entre la France et l'Angleterre.

En attendant la préparation d'un *Kanon* généralement accepté, je me bornerai à présenter quelques observations d'ordre pratique :

D'abord, il est bon de faire dans tout programme deux divisions : l'une comprendra des ouvrages très variés, représentatifs de plusieurs époques, et qu'il suffira de lire sans trop de minutie ; l'autre, plus restreinte, contiendra quelques bonnes édi-

tions annotées, qu'il faudra connaître à fond. L'une permettra de combler quelques lacunes chez des élèves dont la plupart ont vraiment trop peu lu, l'autre de faire disparaître ce reproche d'inexactitude qui pèse si fâcheusement sur nos études de langues vivantes.

Quant à la première de ces catégories je ne vois pas d'inconvénient à ce qu'on y mette, à côté des livres du *Kanon*, quelques ouvrages sortant un peu de l'ordinaire, selon la fantaisie du professeur, pourvu toujours qu'ils comportent une leçon quelconque pour de jeunes Anglais.

Mais dans le sentier battu il y a largement de quoi nous occuper. Et même ici, la discrétion s'impose. Ainsi, notre puritanisme écarte bon nombre des auteurs français. Et dans un pays protestant il est difficile de lire avec profit des ouvrages d'inspiration catholique. Du *Jocelyn* de Lamartine, par exemple, la plupart de nos étudiants ne comprennent pas grand-chose ; leur point de vue est si différent que ce qui apparaît sublime à des catholiques n'est pour elles que matière à raisonnements malencontreux.

Certains auteurs sont particulièrement loin de nous ; Victor Hugo, par exemple, pour bien des raisons, nous paraît souvent risible. Pour des oreilles habituées à d'autres rythmes et à d'autres cadences la poésie moderne est parfois un sujet ingrat ; les prosateurs sont plus à notre portée et, d'une manière générale, devraient, je crois, fournir le plus clair du programme. Même sur le théâtre classique il y a peut-être des réserves à faire. C'est un moyen précieux de donner le goût de la simplicité austère ; mais ne nous faisons pas d'illusions sur l'intérêt qu'il présente pour des élèves dont le palais est émoussé par la forte saveur des pièces shakespeariennes.

On me reprochera peut-être de manquer une belle occasion de faire revenir mes jeunes compatriotes de préventions ridicules, en mettant au programme surtout les livres français qui ont le bonheur de leur plaire. C'est qu'il y a des limites de temps et des limites d'enseignement.

Si je dois ajouter à l'enseignement du français la tâche de refaire entièrement l'éducation morale et intellectuelle de mes auditrices, je m'avoue vaincu d'avance.

Dans la seconde catégorie je mettrais quelques-uns de ces chefs-d'œuvre 'qu'il n'est pas permis d'ignorer,' tels que les *Fables* de La Fontaine (éd. M. Clément) ou *l'Art Poétique* de Boileau (éd. M. Nichol Smith) ou, dans un autre ordre d'idées, *La Chronique de Charles IX* de Mérimée (éd. M. Baker)—cinq ou six des œuvres marquantes de la littérature française, présentées dans des éditions, anglaises ou françaises, vraiment utiles; ce qui, entre parenthèses, en limite singulièrement le choix. La lecture attentive de ces quelques textes serait renforcée par l'explication littéraire, selon la méthode de nos collègues de France. À ce propos, il y a un danger qu'il faut éviter avec soin, celui de tomber dans la subtilité et d'attribuer aux auteurs expliqués des intentions que seul un professeur en mal de conférence saurait imaginer.

Envers et contre toute critique, je suis revenu de la prévention qui condamne les recueils de morceaux choisis. Prescrire, non pas des éditions entières, mais souvent des extraits, tels que les *Pages Choieses* (Colin) ou les *Cent Meilleurs Poèmes* de M. Dorchain, c'est ce qui permet de faire des lectures à la fois plus variées et plus fouillées, d'analyser les pages les plus célèbres de Rabelais, de Flaubert ou de Verlaine.

Il y a avantage, également, à indiquer d'avance les parties de chaque livre qu'il est nécessaire de préciser et surtout le point de vue d'où l'ouvrage doit être étudié. Au commencement du trimestre, je vais même jusqu'à annoncer à mes élèves le questionnaire d'où les sujets de composition seront tirés à l'examen. Bien entendu, la liste est assez longue et, je l'espère, assez soigneusement dressée, pour qu'elle serve de guide précieux, sans, pourtant, trop faciliter la tâche.

Comme il faut savoir situer dans la littérature les auteurs qu'on lit, nous recommandons un manuel de littérature

française—soit celui de M. Lanson, qui est pourtant d'une lecture trop pénible pour la plupart des élèves (et que je signale comme un excellent recueil de versions plutôt difficiles), soit celui de M. Pellissier, plus à leur portée, soit, enfin, celui de M. Crouzet, etc.

#### ÉTUDES SUBSIDIAIRES.

Puisque nos études de français ont pour but la culture de l'esprit, nous ne saurions nous contenter d'en tirer seulement les leçons de littérature qu'offre toute autre langue. À juste titre, on voit dans l'étude des langues vivantes un moyen de rajeunir notre enseignement traditionnel, en comparant à la nôtre la civilisation des pays étrangers, en considérant, en l'espèce, les mœurs, la vie, la philosophie courante, les institutions publiques et privées de la France contemporaine.

On sait que chez nos collègues d'Outre-Manche l'étude de l'anglais prend un caractère sociologique qui s'accuse de plus en plus, grâce à l'importance toujours croissante de la question sociale. Cette tendance, si intéressante qu'elle soit, nous ne devons pas, à mon avis, la suivre de trop près, pour les raisons suivantes :

En s'attachant trop exclusivement aux études de mœurs, nous risquerions, en négligeant la langue et la littérature, de nous écarter trop du système poursuivi par nos collègues dans l'enseignement des autres langues. Ce genre, du reste, est fatalement le domaine des amateurs. Même en France, on peut être bon professeur d'anglais et mauvais publiciste. Si, par exemple, nos amis français veulent étudier nos mœurs, qu'ils s'adressent, non pas à des romanciers, qui, après tout, ont d'autres préoccupations que la vérité sociale, mais à des spécialistes qui font de nos problèmes sociaux une étude autrement approfondie, non pas à Dickens ou à M. Galsworthy ou même à M. Shaw, mais à M. et à Mme. Sidney Webb, à M. Masterman ou à M. Seeböhm Rowntree. Les rapports consulaires et les Blue-books sont de 'meilleurs documents' que la littérature.

Et il faut bien connaître un pays pour se permettre des jugements généraux sur le caractère national. Parquer en cloisons étanches 'les Anglais' et 'les Français'? Il y a Français et Français; j'en sais qui ressemblent étonnamment à des Anglais. Tirer de cette foule de dissimilarités fortuites et de ressemblances trompeuses des règles générales, des lois fixes, cela me semble difficile.

Il est vrai que l'effort n'en est pas moins intéressant; mais, dans nos conditions actuelles, nous ne pouvons guère songer à dépasser sur ce terrain les limites du strict nécessaire. Si nous exigeons de nos candidats aux 'Honnours' des notions sommaires sur l'histoire de France et les institutions françaises, des connaissances assez précises pour expliquer, par exemple, dans leurs lectures les allusions historiques les plus fréquentes et si nous recommandons l'étude de quelques livres de fond, comme l'œuvre de M. Bodley, c'est déjà beaucoup. Après tout, nous ne sommes pas professeurs d'histoire.

En définitive, voilà tout ce que nous pouvons faire pendant quatre ans d'études françaises, et c'est plutôt un maximum. Examen de langue assez approfondi; un peu d'histoire littéraire; lecture, mettons, d'une soixantaine d'ouvrages typiques, dont quelques-uns auront été vus d'assez près pour servir de modèles; quelques notions d'histoire et de *Realien*; un mémoire sur un sujet de littérature ou de philologie; le tout tendant vers une connaissance sérieuse de la langue et de la littérature modernes, renforcée par des exercices pratiques et mise au point par un séjour à l'étranger.

Et, comme sanction, non pas ces questionnaires pantagruéliques qui font le désespoir de nos critiques étrangers, cette 'salade' des éléments les plus divers qui aient pu être traités en classe, mais des sujets de composition beaucoup plus restreints, permettant aux meilleurs de nos candidats de développer leurs idées tout à loisir. Puisque le travail fait à l'examen n'est par définition qu'un

spécimen, peu importe que seule une petite partie du travail de toute l'année soit représentée dans nos 'papers.' Les réponses à toutes les questions seront rédigées *en anglais*; la dissertation française et le thème suffisent largement pour donner la mesure des candidats quant au maniement de la langue.

On voit que ce programme ne correspond tout à fait ni aux habitudes actuellement en vogue dans la plupart de nos universités ni à la méthode poursuivie par les professeurs d'anglais dans les Facultés françaises.

Quant au programme anglais, il y a belle lurette que j'y ai renoncé en désespoir de cause. Pour nous donner une contenance devant la critique universitaire, toujours si prête à dénigrer les études de langues vivantes, nous avons imaginé un système de bluff d'autant plus innocent qu'il ne trompe plus personne.

Quant à l'œuvre admirable qui se poursuit en France, je ne crois pas que l'on puisse l'imiter en Angleterre, sans avoir fait au préalable la réforme de toutes nos institutions d'enseignement secondaire et supérieur. Son caractère nettement littéraire, à tendances sociologiques, ne s'accommode ni de l'enseignement secondaire donné aujourd'hui à nos élèves, ni des conditions qui règnent dans nos universités, ni de la tournure actuelle de notre esprit national. Déjà au baccalauréat, le jeune Français a pu acquérir ce goût de la lecture intelligente et ces notions de philosophie que nos jeunes gens ne s'assimilent qu'après deux ou trois ans de Faculté. Pour les Français la grammaire anglaise est relativement simple; pour nous la grammaire française présente des difficultés si considérables qu'après de longues années de travail un bon élève fera dans son thème français des fautes élémentaires. En France l'influence anglaise a porté plutôt sur les idées que sur le lexique; en Angleterre nous avons emprunté aux Français, avec beaucoup de nos idées, la bonne moitié de notre vocabulaire.

L'étude du français en Angleterre aura

donc toujours des bases 'philologiques,' quel que soit l'édifice qu'on y construise.

On me dira maintenant: Au bout de leurs quatre ans d'études françaises, vos étudiantes seront-elles vraiment compétentes? Sauront-elles manier le français avec sûreté, l'écrire correctement, le parler couramment, le lire avec la certitude d'en avoir saisi exactement le sens? Hélas, non. Elles n'auront pas, certes, à craindre la comparaison avec leurs camarades ailleurs; mais à l'examen des 'Honours' d'ici quatre ans, les fautes de français, les contre-sens et les non-sens ne manqueront probablement pas. Avec la meilleure volonté du monde, je ne peux pourtant revendiquer que ma propre part de responsabilité. La faute en est aux circonstances où nous sommes placés.

Cet état de choses me confirme dans mon opinion sur la réforme radicale à accomplir dans le système actuel, sur la nécessité impérieuse de fixer à notre enseignement de sages limites. Sans doute nos ambitions font modeste figure à côté des rêves caressés à priori par certains esprits. Mais elles ont leur origine dans la connaissance de la réalité actuelle, dans l'expérience acquise par la pratique de l'enseignement et au contact des hôtes de l'Université. On ne saurait en faire abstraction, pour ériger dans les nues un idéal inaccessible.

Et mon idéal, sans prétentions, n'est peut-être pas si modeste qu'il en a l'air.

R. L. GRÈME RITCHIE.

## FOREIGN PROFESSORS OF MODERN LANGUAGES.

THE October number of this journal contains a chivalrous attempt by Mr. S. A. Richards to defend the appointment of foreigners as professors of Modern Languages at British Universities. The contrast between his contentions and those put forward on the other side by Professor R. A. Williams in the June\* number is characteristic and instructive. It is the contrast, if I may say so without offence, between the broad outlook and the narrow. Even if Mr. Richards' arguments deserved to be accepted at their full face value, the case made out by Professor Williams would still remain overwhelmingly stronger.

But do Mr. Richards' arguments deserve to be accepted at their full face value? And is the best solution of the problem the one he mentions—viz., 'a division of labour between an English professor and a French assistant, or *vice versa*?'

Let us consider first how much weight ought to be attached to the points Mr. Richards desires to make.

His unfavourable comparison of the 'somewhat obtrusively trade-union savour

which pervades the protests' of his compatriots with the 'judicial spirit' shown by certain Frenchmen in expressing their opinion as to the success of the present French system of organizing Modern Language instruction in their Universities is really beside the point. But it is also unfair. It is entirely unfair to the attitude taken up by Professor Williams. And it is not altogether fair to other contributors, since it makes no allowance for two facts—(1) That these judicially-minded Frenchmen are already in a secure position as members of what is practically a State-supported trade union controlling all appointments in France (and said to be aiming at the virtual control—indirectly, of course—of all the best posts open to teachers of French in Great Britain); (2) that each individual English teacher of French finds himself fighting single-handed, not only against a mass of prejudice, but also against French influence exerted from Paris in favour of his foreign competitors. Mr. Richards might well have excused the 'trade-union savour, however unpalatable, and refrained from exploiting it at such considerable length.

The real arguments advanced by Mr.

\* And in the November number, which has appeared since this article was written.

Richards are contained in one paragraph, which I quote to save my readers the trouble of reference. After admitting that in our secondary schools British teachers 'have this inestimable advantage over the foreigner—that, having themselves acquired the language which they teach, they understand the learner's difficulties and know how to meet them; that, being Englishmen, they understand and can manage the English boys'—he continues:

'At the University the same conditions do not prevail, and these considerations do not therefore apply.' What a gulf there must be between our secondary schools and our Universities! As a matter of fact, the same conditions *do* prevail to a considerable extent in the greater part of our University teaching of Modern Languages, and these considerations most decidedly *do* apply to a large part of the University teacher's work. But perhaps Mr. Richards realizes that. He continues:

'Here we may presuppose a good working knowledge of the language on the part of the student—at any rate, in the case of those working for higher degrees. Here, surely, all instruction should be given in the foreign language, which should also be the sole medium of communication between professor and student,' and the sole means of expression in the student's written work. In the matter of teaching and correcting French prose composition, again, can it be for a moment maintained that an Englishman can compete with a Frenchman in his knowledge of the niceties of style or accuracy of expression? Can anyone equal a Frenchman in the task of revealing to his students the beauty and true meaning of his own glorious literature?

This paragraph means, on the face of it, that we must have foreign professors—(a) because all higher instruction ought to be carried on entirely in the foreign language; (b) because the foreign teacher can teach composition better than the British teacher; (c) because the foreigner

is superior to the British teacher in the interpretation of the foreign literature.

If Mr. Richards has had any experience as a University teacher, he must know that all three of these arguments require very considerable qualification. With regard to the first, he surely cannot mean us to infer that those British teachers who are actually at the present time using the foreign language as the medium of instruction at our Universities are incompetent to do so? At any rate, he will hardly go so far as to say that it is *impossible* for British teachers, in spite of years of specialization and residence abroad, to become competent to lecture in the foreign language. It must not be forgotten that we who advocate the appointment of British professors in preference to foreigners have in our minds only thoroughly well qualified men. Such men may, it is true, have a slight trace of British accent, or be guilty of an occasional Anglicism (a man with a bad accent or a poor command of the foreign language would, of course, not be one of the well-qualified); but these defects do not make him incompetent. And they are, as a matter of fact, partly or entirely counterbalanced by certain advantages which he possesses as compared with the foreigner, especially if the foreigner has only recently been imported into this country. There is, firstly, the obvious advantage that he is likely to understand his students much better than the foreigner, with the result that he can more readily adapt his instruction to their needs and keep in closer touch with them throughout. But he has another advantage of some importance. Sad to say, the 'good working knowledge' of the foreign language presupposed in the case of, at any rate, students working for higher degrees, is not, in practice, good enough. Even the best students not infrequently fail to get a real grasp of the ideas that are being put before them in the foreign language; and the weaker brethren (and sisters) get into the habit of listening to lectures of which they habitually take in only parts, while they actually *misunder-*

stand part of what they *think* they have followed. I know this to be so, not only from my own experience (both as student and lecturer), but also from the experience of others. Not long ago I heard of the students in the highest course held in a certain foreign language, at a certain University, expressing the opinion that the foreign professor's lectures were 'very fine and very philosophical,' but that they 'couldn't follow them.' And if I mentioned the name of the foreign professor who was holding the course, no one would doubt that the lectures were in real fact very fine ones.

How is this difficulty to be met? We do not want our students to be fed with inferior mental pabulum because they cannot digest the superior article when supplied in the foreign language; and still less do we want them for this same reason to go empty away. What is required is that their teacher should be able to recognize the difficulties of his students, to know where they are likely to be unable to follow him in the foreign language, and, *if necessary* (for time is precious), to express the abstruse or elusive ideas, or the fine distinctions he is discussing, in lucid, unmistakeable English. Who will do this best: the foreigner, who has, except in rare cases, not made a special study of English; or the British teacher, who has not only made a special study of the foreign language and literature, but also realises his students' limitations, and can, when required, use his own language effectively?

Let us pass on to the second argument—viz., that the foreigner can teach composition better than a British teacher. Then, how is it that, at Universities where a foreign professor and a British lecturer share the teaching of a foreign language, it is usual for the British lecturer to undertake a large part—often, indeed, the greater part—of the teaching of composition? The reason is that in all but the highest courses he possesses advantages (such as have already been mentioned) which quite outweigh those possessed by the foreigner.

In connection with the highest composition work and essay-writing the foreigner's advantages become more considerable. I admit that an Englishman 'cannot compete with a Frenchman' (or German) 'in his knowledge of the niceties of style or accuracy of expression'; but I maintain that he can get within measurable distance of the foreigner, and be quite competent to bring his pupils up to as high a standard as can be expected of the average University student, even under foreign instruction. The foreigner will only be definitely superior to the well-qualified British teacher if his knowledge of the English language, and of English life and habits of thought, is so thorough that he fully appreciates the exact force of the difficult English to be translated, and fully grasps the ideas his students wish to express in their essays.

We come lastly to the foreigner's superiority in interpreting his own literature. This superiority depends on the suppositions that he has read more widely than the British teacher, and that the associations amongst which he has grown to manhood necessarily give him an insight into, and appreciation of, the spirit of his own literature such as a British teacher can never attain. It is obvious, then, in the first place, that this argument cannot be applied to the interpretation of the older foreign literature. It may be sound in the case of a foreigner *who is a specialist in his own language*, as applied to modern literature. But if it is, if no scholar of British birth and training (unless he be a genius) can possibly, however much talent and effort and time he devotes to the study, attain to a full appreciation of foreign literature, then how in the name of common sense can the British University students have this appreciation instilled into them by a few lectures from a foreign professor? Our opponents are here on the horns of a dilemma. As a matter of fact, I believe the British teacher capable of attaining very nearly as thorough an insight into the spirit of modern foreign literature as a foreigner of equal ability.

and I have no doubt at all that he will usually be able to communicate to his students a larger proportion of his own knowledge and insight than the foreign professor of his. But that is not all. For if the study of foreign literature (and the same is true of the study of foreign institutions) is to be made fruitful to our country, as well as merely instructive and entertaining for our students, it must be, as Professor Williams points out, by extracting from that study those ideas, impulses, and ideals which are capable of influencing beneficially our own literature and thought and national life. Who will perform that service the better: the British scholar, who studies the foreign literature and life from the outside, and on whom the comparison between the foreign literature and life and his own is constantly forced; or the foreign professor who views his subject from the inside, and can rarely have more than a superficial knowledge of British needs?

It will be agreed, then, I hope, that the three stock arguments in favour of the appointment of foreigners must not be allowed to weigh too heavily. But there is also another consideration which seems to be too often overlooked—viz., that the planning of courses of study, the control of examinations, the establishment of proper connections between the schools and the Universities, and so forth—in short, the whole organization of a Modern Language department, is essentially work that ought to be in the hands of a British professor. He should know by his own experience, as no foreigner can, what is (and what might be) done in our schools, what goal is capable of attainment by British University students, and by what means that goal can be reached. This is one of the grounds on which I quarrel with the proposed solution of the problem by 'a division of labour between an English professor and a French assistant, or *vice versa*.' The 'or *vice versa*,' at least, must go. Our organizing professors must be British.

If we are to have British professors, it is

evident that we must have British assistants, gaining, as lecturers, the experience necessary to qualify them for the chairs. But this does not mean that we must entirely eliminate the foreign element from the staff in our Modern Language departments. I do, indeed, believe that it would be possible, by filling chairs and lectureships with well-qualified British teachers as vacancies occur, to build up a system which would yield highly satisfactory results. But I should not consider that system an ideal one if it entirely excluded instruction given by *suitable* foreigners. In an ideal system, the organization and the bulk of the instruction would be in the hands of the British professors and lecturers, but foreigners would be employed to supplement that work in such a way that our students might have the opportunity of deriving the fullest benefit obtainable from both British and foreign teachers.

The well-qualified foreign teacher has two generally admitted advantages as compared with the British teacher: an absolutely unimpeachable command of his own language, and, *if he is a first-class man*, a more intimate touch with, and appreciation of, the spirit of the modern literature (and institutions) of his own country.

The first of these advantages is of the greatest consequence in 'conversation classes' and in the teaching of advanced composition and essay-writing. We should require, in an ideal system, foreign assistants whose duty it would be to hold conversation classes (leading up to the delivery of speeches in the foreign language) and to *collaborate* with the British teachers in the higher composition work and essay-writing. I do not, of course, propose that a foreign and a British teacher should hold classes conjointly and provide the students with the entertaining spectacle (not unknown, I am informed, in Paris) of heated discussions on difficult points. Their collaboration would take the form of working together in private through the passages selected for translation into the foreign language, and the reading together

of essays in the foreign language. The foreign assistants with such duties as these would be men comparable to the English assistants at foreign Universities—*i.e.*, specialists in English, who, having passed through a University course of study in their own country, would welcome an opportunity of earning a (modest) living and at the same time qualifying themselves by residence in England for good positions as teachers of English in their own country.

The second advantage mentioned is only possessed in a high degree by a comparatively limited number of men of exceptional ability who have passed through a severe course of special training, devoting themselves primarily to the study of the literature of their own country. I have as little doubt that lecture courses held by them would be valuable to some of our best students, as I have that those students will be capable later on of learning to appreciate the spirit of modern foreign literature well enough to fit them for lecturing efficiently and producing valuable research and critical work. In an ideal system of University instruction their services would certainly be required. They would not, however, be required to do more than supplement the work of the British teachers. While the latter would treat their subject rather from the objective and British point of view, these foreign lecturers would put before the students the foreign point of view, and attempt to reveal to them the whole of the spirit pervading the foreign literature and institutions.

To obtain the services of first-rate foreigners for this purpose, it would be necessary to pay those services well, perhaps even proportionately better than those of the British professor in charge of the department; and it may be objected that our Universities could not afford to maintain such staffs as would be necessary to realize the ideal here set up. My reply would be that some can afford it already, that others might even now approach it very nearly, and that the rest would

undoubtedly in time find ways and means to follow suit, if once the principle were accepted and the example set. In London there are already two French and two German chairs; in Oxford there will soon be two French chairs; and we may, no doubt, look forward to the provision of two chairs in each foreign language at other Universities when funds are available. But even before funds sufficient to found second chairs are forthcoming, it might be possible to engage the services of foreign lecturers for short periods, recurring frequently enough to give all students an opportunity of attending. A foreign lecturer might be appointed, for instance, to deliver one course of lectures on the modern literature and another on the institutions of his country during a single term or session. Or two or three Universities might combine to share the services of one lecturer, who might either travel between Universities not too far distant from one another, or lecture at different Universities in successive terms or sessions. Where there's a will, there's a way.

Even this expense may, however, be at present, and for some time to come, beyond the means of some of our Universities. In their case something of value has to be sacrificed for the sake of economy, and the question for them is, how best to use the funds they have. By appointing a foreign professor in charge of the department, they may (if they get the right type of man) provide for their best students opportunities such as they would not otherwise have of appreciating more of the spirit of modern foreign literature. But they will, on the other hand—(1) deprive these same students, as well as the far more numerous students of medium gifts and attainments, of the equally important advantage of instruction given by a man who forms a natural bridge between themselves and the object of their study; (2) run the risk of a more or less unsuitable organization of the department inside the University; (3) add to their executive bodies (Faculty, Senate, etc.) a man who

cannot as a rule co-operate as effectively as a British professor in the general organization of the University; (4) deprive the schools that feed their University of the valuable help and advice that a British professor could give; and (5) retard the development of the higher study of modern languages by showing all who think of taking it up that they must be content with the prospect of reaching no better a position than that of a school-teacher or an ill-paid University lecturer. Surely it would be better at present, where funds are limited, to sacrifice the lectures on modern literature by foreigners rather than the other advantages to be gained by appointing British professors as heads of departments. By doing so we should not only, as I believe, increase the efficiency of Modern Language study at our Universities and give an impetus to the study of Modern Languages in general, but also take a step in the direction of securing the ideal staff, while at the same time making the ideal more easily realizable. A British pro-

fessor might well press for the appointment (temporary or permanent) of a foreigner to supplement his work. But when a foreign professor has been appointed, there is little prospect of further development. He is almost certain to accept the conditions he finds already existing, and, on the whole, let things go on in the old unsatisfactory way. Such improvements as he can introduce will probably not touch the roots of the evils that make our present University training in foreign languages so markedly inferior to that of the Continental Universities.

I have, of course, not entirely disposed of the objection that the ideal staff would be expensive to maintain. But in setting up our ideal we must remember that we can never get the best possible results without paying for the best possible staff, and that what is impossible to-day may become possible to-morrow—and will almost certainly become possible the day after to-morrow.

FRANCIS E. SANDBACH.

## REPORT OF THE INSPECTION OF HOLIDAY COURSES IN FRANCE AND SWITZERLAND.

THE work of inspecting Holiday Courses abroad was continued in the summer. Unfortunately, one of the delegates had to withdraw at the last moment, and Miss Althaus kindly consented to go alone. The Courses were visited in the following order: Nancy, Dijon, Besançon, Neuchâtel, Lausanne, Geneva, Grenoble.

NANCY.—This Course is organized by one of the Professors at the University. The attendance this year was smaller than usual, about sixty students being present, of whom only four were English-speaking. The chief aim of the Course is to give the students good practical instruction in modern French. This explains the preponderance of *Exercices pratiques*, to which fourteen of the twenty-four hours weekly are devoted, exclusive of the *Expositions orales* and *Explications françaises*, and two hours of *Phonétique pratique*, the small amount of

literature offered being, as the Director described it, 'la confiture entre les tartines de Grammaire.'

It must be acknowledged that the Course carries out this aim admirably. The instruction given is most thorough and excellent. The teacher on whom the Director mainly relies for the *Exercices pratiques de Grammaire, de Dictée, et de Lecture expliquée*, wholly deserves the confidence placed in him. Directeur honoraire de l'École primaire, he conducts his class of forty-six to forty-eight students as if he were in school. Nobody could be more conscientious and painstaking. His eye is everywhere, and no shirking is possible. He constantly gives written tests in class, and while these are being done he goes round and criticizes the work. Such tests usually take the following form:

1. A short *dictée*, carefully chosen, one

phrase of which, having been indicated, is marked off by the students for

2. *Analyse logique*.

3. Two words are underlined. *Mots de la même famille* have to be looked up and explained.

4. A second sentence is indicated for *Analyse grammaticale* (genre, temps, fonction, etc.).

Thirty minutes is allowed for this (the lesson lasts two hours). The tests are then given in and corrected by the teacher at home. At the next lesson they are worked through and explained in class.

Several Professors of the Lycée are also associated with the work of the Course, some taking the translation required, others part of the practical work or occasional lectures on literature. Little is done at Nancy for phonetics or for any thorough correction of pronunciation. All the Professors correct to a certain extent, but trust entirely to imitation, and do not demand a high standard. There is comparatively little social life. It is possible that the Director, who is largely occupied with municipal work in addition to his professional duties, has not sufficient time at his disposal to surmount the many difficulties which these social arrangements entail. There is also a considerable lack of suitable *pensions* for foreign students.

DIJON.—One hundred and thirty-three students were enrolled for this Course, of whom about a dozen were British.

The Course is held at the Faculté de Droit of the University (several rooms), under the direction of M. Lambert, Doyen de la Faculté de Lettres, whose personality and influence are felt at every turn, not only in his choice of Professors and in his arrangement of the programme in general, but in the constant and direct supervision that he seems able to give to the whole in every detail. He takes a very considerable part in the Course itself, being responsible for the whole *Cours philologique* (including *Phonétique théorique* (eight lectures), *Sémantique* (five lectures), *Études de textes du 16<sup>me</sup> siècle* (four

lectures), *Composition* (including all the corrections), and all the five groups for pronunciation and diction.

The pronunciation and diction classes cannot at present be considered quite satisfactory; the groups are too large (sometimes over twenty students), and the method of correction hardly definite enough. It perhaps attempts to cover too wide a field. Reading (from ordinary texts) forms the basis of instruction, and at a moment when hardly a sound is correct, accentuation, intonation, liaison, and even delicate nuances of pronunciation are considered; and thus often glaring faults get overlooked.

The conversation groups were also too large; but it is intended to modify the arrangements considerably. These groups are in the hands of a very excellent teacher, who is as full of energy as his Director. When the classes are reduced in number, the lesson should be a very useful one. The discussion is excellently handled, and good advice given to the students for their private work. An ample and varied provision is made of lectures during August, including twelve lectures on Literature, three on Politics, three on Institutions, four on Law, and three on Instruction. Altogether this Course may be highly recommended to English students. The one weak point at present seems to be the inadequate correction of pronunciation. There are also several well-organized excursions in connection with the Course.

BESANÇON.—This Course cannot at present be recommended.

NEUCHÂTEL.—This Course, which is held in suitable rooms at the University, was attended by 156 students, of whom thirteen were English-speaking. They are arranged in four groups, according to their power in French, which is tested by a short written composition on their arrival. These compositions are labelled respectively A, B, C, D, by the Professors who judge them, and the students whose work is marked A are placed in the most advanced group. In this group the

teaching is styled 'scientifique,' and is designed especially for University students or language specialists. The programme includes Old French, *Dissertation littéraire*, more advanced Composition, and more detailed study of Literature. The syllabus is most interesting and varied, and entirely in the hands of University Professors.

Each of the other three groups has its own special Professor for the three subjects — *Composition*, *Improvisation*, and *Exercices de Conversation* — a kind of form-master who gets to know his group personally.

Group B has a University Professor for these three subjects, Group C a Professeur de l'École supérieure de Commerce, and Group D a Professeur de l'École supérieure de Jeunes Filles. (For *Grammaire* and *Interprétation d'Auteurs* these three Professors change groups.)

Besides these regular *Cours*, there are good Literature lectures, attended by the assembled four groups in the Aula three times a week in the morning, and occasional extra ones in the afternoon on various subjects, mostly by University Professors.

The teaching throughout is excellent, especially of Grammar, Composition, and Conversation. Compositions are given in twice a week, criticized in class, and corrected in detail afterwards. For Conversation, each of the Groups B, C, and D, are divided into two sections, with about twenty-two to twenty-six students in each. Two lessons a week in each section are devoted to '*Improvisations*,' sometimes prepared, sometimes unprepared. In the less advanced Groups C and D, where more correction of actual language is necessary, the *improvisations* are shorter, and questions of grammar occur. Here, too, the students are invited to correct each other. Pronunciation hardly receives the attention it deserves.

Except that the Conversation groups are too large, this Course seems extremely well organized, and to be much appreciated by the students in general and the serious ones in particular.

LAUSANNE. — This Course is also held at the University, and the students have access to the University Library. About 170 students attended in August, the greater number of whom entered for the whole six weeks. A few are admitted for the second series of the Course only. The German group was by far the largest, and there were only six English students.

The syllabus arranged for both series is interesting and useful. In August there were four lectures a week on *Le Théâtre français au XIX siècle*, brilliantly treated; two on the Changes in Methods of Modern Language Teaching, treated with considerable breadth and power. Once a week there is an extra lecture by different Professors on various subjects. There is also a most illuminating weekly lecture on Translation by the Professor, who is also responsible for all the different translation groups, a singularly happy arrangement in the present instance.

The Grammar Course seemed to be somewhat elementary in character. A little '*cahier d'exercices*' was in use, and the students were invited both to ask questions and to do the exercises. In addition to both practical lessons, there were some *Lectures grammaticales*. A Course of twelve lessons is provided (six Conférences and six practical lessons on Diction). A certain amount of reading is done at practical lessons. As the students for the most part are supposed to have attended M. Taverney's six lectures on *la Phonologie du français moderne* and his six practical classes (*Expériences et Exercices à l'aide du phonographe perfectionné*) during the first three weeks, they are expected now to be ready to study accentuation, liaison, and intonation; and to this part of the subject the attention is naturally directed. Most of the correction, therefore, resolves itself into frequent reference to the little *Traité sur la Prononciation*, written by the Professor (M. André). This book, in spite of certain peculiarities of transcription, contains a considerable amount of valuable instruction. In the course of a short lecture the Professor indicated the

characteristic faults of each nation, and gave advice about pronunciation generally, and about liaison and accentuation in particular. Under the head of '*Questions contemporaines*,' opportunity is given to the students for discussion of various subjects introduced by the Professor. At the first lesson, however, no one but the latter took any part. Apparently, the students were expected to consider the subject in question (*le Féminisme*), and come prepared to speak at the next lesson. A general review of the various aspects and theories of le Féminisme, more especially as advocated by Mme. Nellie Rousselle, and commented on by M. Faguet, was given.

GENEVA.—This Course is excellently organized in every particular, and can be highly recommended for students who already possess a certain knowledge of French. The conditions of admission imply this knowledge, for there are no elementary groups. The whole Course, this year numbering 299 students, is divided into three main sections. Each section has the same number of *Cours*, with the same Professors, in the following subjects: *Traduction*, *Lecture analytique*, *Syntaxe*, *Diction*, and discussion following the general *Lectures on Pédagogie*. This sectional work is more in the nature of an intensive Course for each group. Besides this, every morning, except Friday, there are lectures in the Aula, attended by the three sections together. They are on *Littérature classique*, *Littérature moderne*, *Pédagogie*, and *Syntaxe*. The programme is arranged as follows: Lectures and Discussions from 8 to 11 a.m.; correction of written work (in groups of twelve) from 11 to 12; practical work (pronunciation, reading, and conversation, in groups limited to five or six students) from 2 to 5 p.m. There is not infrequently an evening lecture at 8.30.

If there is one weak spot in this Course, it is that written composition, apart from translation, appears to be treated rather slightly, and regarded as optional. The translation lesson is apparently intended

to include and cover composition. It is styled '*Étude de style accompagnant la traduction*.' There are groups arranged according to nationality, and each group has four lessons a week. In the English group 'Selected English Essays' (Peacock) are in use, and are ably treated. The Professor has a good knowledge of English, and thoroughly appreciates nuances of meaning and expression, and in his own language loses no opportunity of weighing and comparing alternative words and expressions.

A special feature of this Course is the double series of lectures, with the accompanying discussions on Pedagogics. The first series was given by M. Pierre Bovet, and the second by M. Lucien Cellérier, and dealt with *Questions générales d'éducation*, *Le but*, *Les moyens*.

The most distinctive characteristic of this Course, however, is the instruction given by M. Thudichum and his staff of sub-Professors. Nowhere at any French Holiday Course are phonetics so soundly, so practically taught. On every available inch of space facing the students are printed charts of exercises, of vowels and consonants, alone and in every conceivable combination, and these are vigorously practised under M. Thudichum's eye and ear, both in chorus and individually. Of course, chorus work in such large numbers as a section (practically 100 students) cannot insure absolutely perfect pronunciation in every case, but at least the students are shown *how* to practise. Besides the lessons on sound production, M. Thudichum also gives the diction lessons—in fact diction alternates with sound production. Here students are called upon in turn and by name to read or recite. They stand by the Professor, facing the class, who are invited to criticize. All the faults that occur in the reading are turned to good account for the class generally, and afford a further opportunity for pressing home the instruction. This sectional instruction is supplemented by the teaching of various sub-Professors, trained by M. Thudichum,

some for pronunciation, some for diction. The students are divided into small groups of six persons, and have ten lessons with the group Professor. The work of correction is most systematic. At each mistake the necessary drill exercises are reverted to, and the student is convincingly shown in what his defect consists and how to remedy it. The phonograph and gramophone are in use during a certain time each day to supplement the instruction where necessary. In addition to the pronunciation and declamation groups, there are also groups which meet twice a week for actual conversation. These seemed very popular and much appreciated.

GRENOBLE.—It is impossible to do more than give a small account of this extensive Course. It was attended this year by over 750 students. Two circumstances combined to add to the difficulties of the situation. The Course is held in four separate buildings of the University, and at the time of the delegate's visit the August examinations were in full swing, causing a certain amount of dislocation to the time-table.

The following details of the examination may be of interest : There are two written tests, of three hours each, in Composition and Translation. These are followed by the *Épreuves orales* for those who have satisfactorily passed the written tests. Out of eighty-seven candidates, only twenty failed to secure admission to the oral tests. Fifteen minutes are allowed for each candidate for the reading and conversation test, and fifteen for the *Lecture expliquée*. This exhausting work was carried through with amazing zeal and freshness by the examiners, and their alertness to seize upon any remark of the candidate and to turn it to good account was especially noticeable. The conversation was mostly suggested by one or other of the pieces which the candidate had read, or by his nationality, the customs, literature, buildings of his country, recent events, etc. Special attention is paid to phonetics. M. Rosset's scheme of instruc-

tion is designed for a four months' Course, and falls under two main heads—*Phonétique expérimentale* and *Phonétique descriptive*. He also gives some sixteen lectures during this period on *Phonétique pratique*, which deal with *Explication de textes*. Judging by the syllabus of the *Phonétique expérimentale*, which bears as title 'L'Analyse mathématique des Courbes sonores,' the matter provided is far over the head of the ordinary Holiday Course student, or indeed of the ordinary teacher of Modern Languages. It was stated by the students that the lectures, though interesting, were extremely hard, and that unless one had studied elementary phonetics previously, little advantage was derived from attending the Course. The programme for *Phonétique descriptive* was originally as follows :

In July, The French Vowels, ten lectures.

In August, The French Consonants, eight lectures.

In September, *La Phrase française*, eight lectures.

In October, *Le Rythme français*, five lectures.

But apparently at the end of July various modifications were introduced, and the instruction during the month of August had dealt almost entirely with French verse.

There is a highly organized system of practical work. Some dozen little rooms at the top of the annexe are devoted to the *Laboratoire phonétique* and to the practical classes, with as many Professors (mostly women) in charge. Some of these Professors display great skill and zeal in the correction of the students' pronunciation. Besides classes for practical work in reading and actual pronunciation, there are groups arranged for more advanced students for practice in self-expression. These groups, strictly limited to four students, are most useful. A subject is sometimes set by the teacher, sometimes chosen by the student, and each student is allowed ten minutes in which to discuss

his particular theme. While he is speaking the teacher notes down his faults, and at the end deals with them and offers a generous criticism.

A good deal of translation is done, though there is apparently only one large group (sixty students). This class meets four days a week, and once a week written translation can be sent in by each student. As far as could be ascertained, the arrangements for the teaching of composition are excellent. Once a week, on Monday morning, a Professor gives a lecture on the treatment of two subjects to

the whole Course. The students choose the subject which appeals to them most, and are divided into groups of from twenty to twenty-five, as far as possible along the lines of nationality, for the correction of the work. Provision is also made for the teaching of grammar, historical and practical, and there are also a whole series of lectures, the aim of which is to give the students a general knowledge of literary history, and of the essential works in each branch of literature,

### MODERN LANGUAGE ASSOCIATION.

A MEETING of the Executive Committee was held at the College of Preceptors on Saturday, November 29.

Present : Rev. W. S. Macgowan (chair), Messrs. Allpress, J. G. Anderson, Cruttwell, von Glehn, D. Jones, Payen-Payne, Rippmann, Storr, Twentyman, and the Hon. Secretary.

Apologies for absence were received from Miss Althaus, Professor Breul, Miss Shearson, Mr. Somerville, and Miss Stent.

The minutes of the last meeting were read and confirmed.

A Sub-Committee, consisting of the officers and Mr. von Glehn, was appointed, to consider the interpretation and incidence of Rule 2.

The Study Abroad Sub-Committee reported that they had prepared an abstract of Miss Althaus's Report on the Holiday Courses visited last summer, for insertion in MODERN LANGUAGE TEACHING, and that the report itself would shortly be available for the use of members.

The appeal to teachers to join the Association, which several well-known Modern Language teachers have consented to sign, was submitted and adopted. It was resolved that it should be sent out in February, and that the Hon. Treasurer, Hon. Secretary, and Mr. Twentyman should be a sub-committee to manage the circulation.

A communication from the Committee

of the Conference Week was received. It was stated that the scheme for a report of the proceedings had received the support of nineteen out of the twenty-two associations, and that these had guaranteed £1 per session to meet any deficit. Under these circumstances, the Committee resolved to guarantee £4.

The following nineteen new members were elected :

Mme. Ann Blackett, Laurel Hill Convent, Limerick.

John Robert Brown, M.A., George Dixon Secondary School, Birmingham.

H. G. Easterling, M.A., King Edward's School, Stourbridge.

Wilfrith Elstob, B.A., Merchiston Lodge, Edinburgh.

Ottokar Intze, Ph.D., University, Birmingham.

Miss M. A. Hammill, Herts and Essex High School, Bishop's Stortford.

Miss M. Harrop, B.A., County High School, Romford.

Miss E. H. Jennings, M.A., Training College, Hereford.

Robert P. Jones, Marylebone Grammar School, N.W.

Miss D. Price Jones, St. Mary's Training College, Paddington, W.

D. L. Pakeman, B.A., Grammar School, Crediton.

E. A. Peers, B.A., Mill Hill School, N.W.

J. D. Shrive, M.A., Secondary School, Technical Institute, Wandsworth, S.W.

Miss B. E. Schué, County School for Girls, Folkestone.

Miss Ethel Stevenson, M.A., Municipal Secondary School, Manchester.

Miss Alice R. Ward, B.A., County School for Girls, Dover.

H. H. Whitehouse, B.A., Grammar School, Dudley.

Miss F. E. Whiteley, B.A., Grammar School, Spalding.

Prof. B. E. Young, B.S., M.A., Docteur de l'Université de Grenoble, Vanderbilt University, Nashville, Tennessee.

Any member who has not received a notice of the Annual General Meeting should write at once to the Hon. Secretary.

Mr. Payen-Payne's name was inadvertently omitted from those at the Committee Meeting on September 27.

## FROM HERE AND THERE.

THE books by M. Bascan, reviewed in the November issue (p. 245) are published in Dent's Modern Language Series. The publisher's name was inadvertently omitted.

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We also omitted to say that Messrs. Hachette are sole agents in England for *A Phonetic Dictionary of the English Language* (p. 245).

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Mr. Otto Beit has given £2,000 to the University of Cambridge, to be placed at the disposal of Professor Breul for the purchase of a library of German works, and the annual income of a further £1,000 for keeping the library up to date, the income being under the control of the Schröder Professor of German.

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In last month's issue, under 'University Appointments—Sub-Committee's Questionnaire,' we should have mentioned that Professor Breul, who was originally appointed a member of the Sub-Committee, wishes to express his great regret that he was unable to act.

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We regret that several readers have interpreted the first article in our November number as an attack on Phonetics and on Mr. Daniel Jones. Apparently we should have explained that it was read by Mr. Gouin at the concert of the Holiday

Course at Ramsgate. It was intended to be a complimentary skit. Mr. Jones was present, and gave his consent to its publication.

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Mr. G. Waterhouse, 27<sup>th</sup>, Plagwitzstrasse, Leipzig, desires information concerning the Albert Kahn Travelling Fellowships.

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We are requested by the Sub-Committee on University Appointments to say that owing to the fact that there is a Scottish Modern Language Association, the *Questionnaire* has not been sent to the Scottish Universities. The Sub-Committee will be glad, however, to have the answers, or to hear the evidence, of anyone from Scotland who is interested in the question.

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### CONFERENCE OF TEACHERS OF ENGLISH AT STRATFORD-ON AVON.

The attention of all who are interested in the teaching of English is called to an effort that is being made to organize a conference on the subject in connection with the next summer Shakespearean Festival at Stratford-on-Avon.

Communications should be addressed to—

THE HON. SECRETARY,  
Conference of Teachers of English  
Shakespeare Memorial Library,  
Stratford-upon-Avon.

## REVIEW.

*Victor and Victorine.* Par Madame J. G. FRAZER. Dessins de H. M. BROCK. Macmillan et Cie. Londres. 1913. 1s. Pp. vii-ix preface; pp. 1-62 text.

A new book by Mrs. Frazer always raises great expectations; once more she has not disappointed us. Once more she has given us life, verve, wit conveyed by a rich vocabulary, well selected and well presented, and—novelty! She has hit on a delicious idea. The book, which purports to be the diary of a seven-year-old boy (who writes as much about his friend Victorine as about himself), is illustrated by himself—Mr. H. M. Brock having deigned to hold his hand. And the result is not only charming, but calculated to hold the youthful reader's attention perhaps even more than the famous illustrator's original work.

The diary, in the space of four months or so, covers so much ground that we cannot attempt to describe it, and is illustrated on almost every page, for Victor draws everywhere, even on the floor and walls, and he does not confine himself to modern subjects such as aeroplanes and motor-cars, but indulges in historical scenes, and even goes so far as to draw the different types of 'marelle,' which had till now remained a mystery for us. Making use as it does only of the present, past indefinite, imperfect, and future tenses, this book is an ideal 'rapid reader' for beginners, supplementing the more definite and systematic instruction, both grammatical and linguistic, provided by the same author's *Émile and Hélène*.

## EDITORIAL NOTES.

Sub-Editors: Miss BENTINCK-SMITH; Rev. W. OSBORNE BRIGSTOCKE; Mr. H. L. HUTTON; Mr. HARDRESS O'GRADY; Mr. De V. PAYEN-PAYNE; Miss E. STENT; Professor R. A. WILLIAMS.

The Editor regrets that, to make room for urgent matter, Bibliography, Reviews, Correspondence, and the continuation of *Reform of English Spelling*, have to be postponed.

MODERN LANGUAGE TEACHING appears eight times yearly, viz., on the 15th of February, March, April or May, June, July, October, November, and December. The price of single numbers is 6d.; the annual subscription is 4s.

Contributions and review copies should be sent to the Editor of MODERN LANGUAGE TEACHING, Cuilrathain, Harpenden, Herts.

The Journal is sent free to all Members of the Association, but those whose subscription for the current year is not paid before July 1 are not entitled to receive it.

The Annual Subscription to the Association, payable on January 1, is 7s. 6d., and should be sent to the Hon. Treasurer, Mr. H. M. Cruttwell, Byron Hill, Harrow.

Applications for membership should be addressed to the Hon. Secretary, Mr. G. F. Bridge, 7, South Hill Mansions, London, N.W.

The attention of Teachers is drawn to the collection of French and German

School Books, carefully selected by a Sub-Committee, and known as the Travelling Exhibition. It may be inspected on applying to Mr. Twentyman, Board of Education, Whitehall. A Catalogue (sent *gratis* to members) has been issued of all sections except Reading Texts, of which a separate and minutely detailed list is being prepared. For particulars of conditions on which the Exhibition may be loaned apply to Miss Hart, as below.

Communications on the under-mentioned subjects should be addressed to the persons named:—

**Exchange of Children:** Miss BATCHELOR, 1, Holly Cottage, Lymington, Hants.

**Magic-Lantern Slides:** H. L. HUTTON, 2, College Gardens, Dulwich, S.E.

**Residence Abroad (Women):** Miss SANDYS, 30, East St. Helen's, Abingdon; (Men): The Hon. Secretary.

**Travelling Exhibition:** Miss HART, County Secondary School, Sydenham Hill Road, S.E.

Correspondence on all other subjects should be addressed to the Hon. Secretary.





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